Extending Your Reach
A Master Class for Faculty and Leaders on Resources, Tools, and Strategies for Supporting Young Children Who Are Culturally, Linguistically, and Ability Diverse and Their Families

A Professional Development Series

Hosted by Northampton Community College

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Evidence-based Practices That Support Each Child’s Full Participation

Wednesday, June 19, 2013 7:00 – 8:30 PM

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Who am I?

- Scientist at the Frank Porter Graham Child Development Institute
- Creator of Natural Resources and BabyTalk
- Currently working with colleges in seven states to increase the emphasis on children who are culturally, linguistically, and ability diverse and their families
Please be generous.

Sharing your examples and experiences, as experienced professional development providers, will benefit us all.
Quick Review:
- What do we mean evidence-based practices?
- What are the practices that support access to learning?

Practices that Support Participation
- Embedded instruction
- Scaffolding
- Tiered models
Early Childhood Inclusion: A Joint Position Statement of DEC and NAEYC

Today an ever-increasing number of infants and young children with and without disabilities play, develop, and learn together in a variety of places—homes, early childhood programs, neighborhoods, and other community-based settings. The notion that young children with disabilities and their families are full members of the community reflects societal values about promoting opportunities for development and learning, and a sense of belonging for every child. It also reflects a reaction against previous educational practices of separating and isolating children with disabilities. Over time, in combination with certain regulations and protections under the law, these values and societal views regarding children birth to 8 with disabilities and their families have come to be known as early childhood inclusion.

The most far-reaching effect of federal legislation on inclusion enacted over the past three decades has been fundamentally to change the way in which early childhood services ideally can be organized and delivered. However, because inclusion takes many different forms and implementation is influenced by a wide variety of factors, questions persist about the precise meaning of inclusion and its implications for policy, practice, and potential outcomes for children and families.

The lack of a shared national definition has contributed to misunderstandings about inclusion. DEC and NAEYC recognize that having a common understanding of what inclusion means is fundamentally important for determining what types of practices and supports are necessary to achieve high-quality inclusion. This DEC/NAEYC joint position statement offers a definition of early childhood inclusion. The definition was designed not as a litmus test for determining whether a program can be considered inclusive, but rather, as a blueprint for identifying the key components of high-quality inclusive programs. In addition, this document offers recommendations for how the position statement should be used by families, practitioners, administrators, policy makers, and others to improve early childhood services.
Definition

Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.
3 defining features of inclusion → EBP
Evidence-base for practices that support access and participation
Defining Features

**Access** – means providing a wide range of activities and environments for every child by removing physical barriers and offering multiple ways to promote learning and development.

http://www.fpg.unc.edu/presentations/evidence-based-practices-support-each-childs-access-learning
Real World Examples

Teacher’s Perspective (Jackie)

Family’s Perspective (Christine)
Participation – means using a range of instructional approaches to promote engagement in play and learning activities, and a sense of belonging for every child.
Participation

- Embedded instruction and other naturalistic interventions
- Scaffolding strategies
- Tiered models of instruction or intervention
Embedded interventions are specially designed practices that are used to promote children’s engagement, learning, and independence in everyday activities, routines, and transitions in the classroom, home, and community.

Source: CONNECT Module 1: Embedded Interventions
Embedded interventions you’re already using
Environmental modifications

Placemats taped to the table with reminders of proper plate and cup location as well as a picture of the child helps with mealtime routines.
This daily schedule secured with Velcro can be easily changed and used to prepare children for transitions.
Similar colored materials have been provided, so that a small group of children can produce a classroom art collage on the color brown. A piece of clear contact paper is taped down with the sticky side up so the children can easily attach the objects without having to use glue.
Read About It

- Building Blocks for Teaching Preschoolers with Special Needs
- Blended Practices for Teaching Young Children in Inclusive Settings
- CARA'S KIT: Creating Adaptations for Routines and Activities

NPDCI
See for Yourself

What examples of embedded instruction and peer support do you see?
Social Stories

- Created by Carol Gray, Social Stories are short stories, often with pictures, describing a situation from the child’s point of view
- They are individual and can be created on any topic
- They are typically written about a topic that is challenging for the child
- Social Stories help children to better understand and have consistent reminders of the expectations in the target situation
When would I use a Social Story?

- When a child is experiencing challenges with an activity, routine, event or situation at school, home or other environment
- When a child is learning a new skill
- When a child is unsure about an upcoming event
- When a child is having difficulty following expectations
Help finding Social Stories

Social Story downloads
Find It Online

http://csefel.vanderbilt.edu/

http://depts.washington.edu/hsccenter/elo

http://www.embeddedinstruction.net/
Scaffolding strategies are structured, targeted approaches that can be used with children who require more intensive supports across a wide variety of teaching and learning contexts, and in combination with other approaches. Scaffolding strategies include modeling, response prompting, peer supports, and corrective feedback.
Encourage Peers to Initiate and Respond to the Child Appropriately
Peer supports

Enlist a Peer to Show the Child a New Skill
Peer supports

Pair the Child with Another Child Who Can Help Him or Her Complete a Task
See for Yourself

What examples of embedded instruction and peer support do you see?
Tiered models of instruction offer a framework that can be used in early childhood to help practitioners connect children’s formative assessment results with specific teaching and intervention strategies.
Response to Intervention

RTI

Response to Intervention is a collaborative, multi-tiered approach to identifying and meeting the needs of all children in preschool programs.
The purpose of RTI is to provide high quality curriculum, experiences, and instruction for all children 

*and*

to provide a continuum and variety of supports and services that address children’s unique needs and abilities
RTI programs are designed to “catch” children early and to intervene early by providing additional instruction, services, and supports to children who are at-risk or have delays in developmental domains, early academic skills, and social-emotional skills and behavior.
While most RTI-EC approaches focus on early language and literacy, and social-emotional development, others address math and other skills.
RTI builds on positive practices that are fundamental to all high quality early childhood programs

- Responsive and stimulating environments
- Developmentally appropriate, research-based general education curriculum experiences, and instruction
- Intentional planning and teaching
- Scaffolding
- Child goals linked to early learning standards and progress monitoring outcomes
RTI builds on high quality early childhood programs by providing a multi-tiered assessment and instruction framework. The 3-Tier Hierarchy:

**Tier I: Core Instruction**
- Class-wide curriculum & support for all children

**Tier II: Targeted Instruction**
- Instruction & support for children with at-risk performance

**Tier III: Intensive Instruction**
- Targeted, Individualized Support for Students with Greatest Needs
Tiers within RTI represent what teachers and other staff provide for children.

The tiers are not classifications or labels to describe a child.

A child participates in Tier 1, 2, or 3 instruction *versus* being identified as a tier 2 or 3 child.
Child- and Adult-Guided Experience and Instruction

For some skills or content, children learn best from child-guided experience—that is, they acquire knowledge and skills through their own exploration and experience, interactions with peers, and strategic teacher support.
For other skills and content, children learn best from intentional adult-guided experience and instruction—that is, in teacher-planned situations in which teachers introduce information, model skills, provide scaffolding, and foster children's active engagement and practice.
Collaborative Problem Solving

1. Examine Child Outcome Data
2. Define the Concern
3. Analyze Concerns
4. Develop Goals and Intervention Plan
5. Implement Plan and Monitor Progress
6. Evaluate Effectiveness of intervention
Frameworks for Response to Intervention in Early Childhood Education: Description and Implications (jointly prepared by NAEYC, DEC, and the National Head Start Association)

Frameworks for Response to Intervention in Early Childhood Education: Description and Implications

Review draft of a paper jointly prepared by the National Association for the Education of Young Children, the Division for Early Childhood of the Council for Exceptional Children, and the National Head Start Association.

Across the nation, there is an increased focus on ensuring that all children, including children who receive special education services, experience positive outcomes and enter school ready to learn. Moreover, there has been a national investment in policies and resources to implement research-based instructional practices within all classrooms from early childhood programs to post-secondary programs. Specifically, in the reauthorization of the Individuals with Disabilities Education Act in 2004 (IDEA 2004), the provision of early intervening services for K–3 students who were struggling academically and behaviorally was emphasized. Early intervening promotes practices to ensure that students who are struggling in the general education curriculum receive supplementary and specialized instructional support without delay and/or the potential stigmatizing effects of a disability label. Early intervening practices have been organized under an approach known as Response-to-Intervention (RtI) with an aim to get students needed instructional support in a timely and efficient way. The shift in policy provided an important opportunity for general and special educators to work together closely to deliver instruction that matches student needs as soon as students demonstrate a need. As RtI has become a part of how educational programs are delivered within kindergarten (K) to 12th-grade schools, there has been considerable interest in the application of RtI to young children.

This paper has been developed to provide guidance on the relationship of RtI to the unique contexts of early childhood education programs1. The Division for Early Childhood (DEC), the National Association for the Education of Young Children (NAEYC), and the National Head Start Association (NHSA) have created this joint paper to provide guidance on how to conceptualize RtI within early childhood and considerations for implementation of RtI with young children.

1While the term early childhood generally applies to children from birth to grade three, the issues associated with response to intervention have, to a large degree, been defined for students in K–3. The practices for infants, toddlers, and preschoolers are still evolving. Therefore, the paper addresses an RtI framework as it may apply to young children from birth until entry into school-age programs, while promoting application of the features as further refinement of RtI approaches for students in kindergarten through third grade are made.
An effective tool for supporting embedded instruction and scaffolding
CARA’s Kit

Creating Adaptations for Routines and Activities - adaptations to increase children’s engagement and participation in classroom activities and routines.
Adaptation Notes

What is currently happening?

What would you like to see happen?

How can we change the environment?

How can we change the activity?

How can we change the materials?

How can we change the requirements or instructions?

How can we provide assistance?

After you have made the changes, what is currently happening?
Meet Warren

- 4 years old
- Currently living with his mother and sister in a local homeless shelter
- Cognitive skills have tested as age-appropriate
- Significant delays in fine motor skills
- Has not had any experience with books, crayons, or other “school type” activities or materials
- Loves running, jumping, and other very physical activities
- Favorite toys: blocks, cars, trucks
- Has difficulty sitting still for circle or story time
Thinking about Warren

Warren has a tendency to go to the same area (blocks and cars) during “choice” time. He often tantrums when asked to make a different choice. How might you scaffold his learning to support him in making different choices?
As you complete your reflection assignment, please remember that . . .

Children must be taught how to think, not what to think.
- Margaret Mead
Parting Thoughts

SUCCESS
it's not always what you see
Assignment

Please complete the reflection assignment (page 6 in your handout set) by and send it to

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### Stop-and-Reflect

Please provide a response to each question in the space provided. By May 17, please email your completed form to Jacqui Carr-Gouveia (jacqui@northampton.edu).

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>RESPONSE</th>
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<tbody>
<tr>
<td>Remember Warren?</td>
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<tr>
<td>- 4 years old</td>
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<td>- Has difficulty sitting still for circle or story time</td>
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<tr>
<td>How might you use peer supports and other embedding or scaffolding strategies to support Warren’s learning?</td>
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<tr>
<td>Now look at the Adaptation Notes form from CARA’s Kit.</td>
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<tr>
<td>How might you?</td>
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<tr>
<td>- Change the environment</td>
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<td>- Change activities</td>
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<tr>
<td>- Provide assistance to support Warren’s success</td>
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Parting Thoughts

Please complete the evaluation (page 7 in your handout set) and return to Jacqui Carr Gouveia

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<tr>
<th>EVALUATION FORM</th>
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<tbody>
<tr>
<td>DIRECTIONS: Please take a moment to provide feedback on this event. Check the box that corresponds to your opinion for each statement or check &quot;not at all&quot; if it doesn't apply to you. Please add any additional comments that you may have at the bottom of the page. Please complete the survey, and then send it to Jacqui Carr Gouveia (<a href="mailto:jcgouveia@northampton.edu">jcgouveia@northampton.edu</a>) before May 17, 2013. Your input is being collected as part of the evaluation of the SCRIP project and its effectiveness.</td>
</tr>
</tbody>
</table>

1. I have increased my understanding of evidence-based practices that can support each child's full participation.
   - Very Much → Much → A Fair Amount → A Little → Not at All

2. The information shared was of high quality.
   - Very Much → Much → A Fair Amount → A Little → Not at All

3. The information shared was relevant.
   - Very Much → Much → A Fair Amount → A Little → Not at All

4. The information shared was useful.
   - Very Much → Much → A Fair Amount → A Little → Not at All

5. Overall, this session was beneficial.
   - Very Much → Much → A Fair Amount → A Little → Not at All

Other comments or reactions? (please use the back of this form for extra space)
PowerPoints and handouts from this Elluminate session are available online at

http://www.fpg.unc.edu/presentations/evidence-based-practices-support-each-childs-full-participation
Thank you for joining us.