Begin with the end in mind: Making inclusion work in Early Intervention and *Beyond*
Who’s in the room?
Why Inclusion?

IDEA
Inclusion Policy Statement
NAEYC and DEC Policy
Meaningful inclusion

- Access
- Participation
- Supports
Inclusion Journey

“where the rubber meets the road”
EI providers use a parent-coaching model to focus on our ability to support Lainey’s inclusion in multiple settings, activities, routines. EI providers balance visiting times to observe Lainey engage in mealtimes, playtimes, etc. Strong therapeutic focus on accessing spoken language.
EI providers work closely with parents and daycare teachers for shared goal setting and action plans. EI providers gave targeted technical assistance to daycare teachers to ensure inclusion through appropriate access, participation, and supports.
Transition with the “End in Mind”

Advocating for access and support based on her individual needs now and in the future.

Missed opportunity:
Attending initial IEP meeting
Initial IEP & Inclusion

Early childhood special educator visited her preschool to observe Lainey in an inclusive context.

Missed opportunity:
Writing goals for Lainey in the context of a “separate setting” – not within the context of her day-to-day life.
Preschool Special Education

Inclusion?
Balancing Inclusion & Children’s Needs

Lainey gets to see other children who are like her – uncommon for low-incidence disabilities. She gets an environment specially suited to her individual needs – instead of managing/coping in typical environments.
Looking to the Future
Positive Inclusive Experiences

- Meaningfully including the family in the therapeutic process to understand the activities and routines important for the child
- EI working closely with family and preschool to provide support across settings
- Making a focus on developing family and child’s ability to effectively advocate for needs
- Lainey’s ability to easily fit in to typical early childhood settings because of effective therapy from birth-present
- Strong relationships among people in the hearing loss community – parents, practitioners, doctors
Opportunities to Enhance Inclusion

Practitioners commit to attending transition meetings with families to ensure continuity
Memorandum of understanding (MOU) between counties, states, etc to allow children to remain in their inclusive environments while receiving preschool special education services.
Teacher of the deaf can spend additional time making adjustments to inclusive preschool environments to increase the positive access for children with hearing loss.
Key Strategies you have used to facilitate inclusion in EC and School settings?
Consideration of the Other End of the Continuum: The Beginning & the End
Elementary School

🔗 Totally inclusive setting
🍎 Neighborhood School
🌍 Lots of support
📅 Scouts, Sunday School, Science/Book Club
Supports Needed

1. Teacher Support
2. Teaming
3. Focus on Social Skills
Middle School

Increased clues about his social understanding

AND

Needs
Dealing with the ASD

Social Skills Groups

Total Inclusion

TEACCH Training

Carrying ON
I want some friends – some people to do things with but I am not good at making friends.
Navigating the social environment at school
Finding that special interest and making it work
Transition Tasks:
Exiting High School

Educational
Occupational
Residential
Relational
Adult Outcomes

Young adults rates of employment:

- ASD 53.4%
- SL 88.2%
- ED 88.2%
- LD 89.8%

Roux, et al., 2013; Shattuck, 2013
So – how do we prevent this?
Transition Outcomes
Influenced by:

- Individual’s functioning levels
- Services Received
- Family Context

(Chiang et al., 2013; Liptak, et. al, 2011)
Depends on **expectations**

- Value/ Cultural Framework
- Family Social Network
- Professional and Societal Supports
What we can learn from Early Intervention

Family and Child Centered Capacity Building

Coordinated System of Supports
Biggest Barriers to Inclusion –
Early Intervention’s Role

- Attitudes and beliefs
- State and local policies
- Curricula issues
- Personnel collaboration

Expect Inclusion!
Inclusion Toolkit for Success
Child and Youth EMPOWERMENT

I have a voice
Family Empowerment and Support

Family Capacity Building

Informed Advocates
1. Link with “veteran” parents

2. Encourage parents

3. Give them information and options

4. Give them strategies for the beginning, middle, and END
Parental Advocacy

“Nobody knows my child better than me”
Make information easily accessible!

Information gets lost – families can serve as information brokers!
Special **interests** of this student are:

**Strengths** of this student are:

**Strategies** that work for this student are (i.e., social and academic):

Some things that **trigger** undesirable behaviors for this student are (i.e., What causes undesirable behavior?):

This student displays the following **signals** when he/she is about to display undesirable behavior?

Three students that work well with this student are:
Strategies to Make it Work!

1. Rely on family and child/youth strengths
2. Advocate, Lead, and Change the Culture
3. You Get By with a Little Help from your Friends
EI and Preschool — Begin with the END in mind

What is the End?  
Educating families  
Advocacy Muscles
It all starts with Early Intervention!

We are not working to prepare children and families for preschool, kindergarten, or high school. We are preparing them for **LIFE!**
Ethical Obligation

Great Potential

Resources Invested in Early Intervention and School Based Supports

Family and Individual Supports for Transition Planning and Adulthood
Making Inclusion Work
Keeping the End in Mind

Discuss with your partner/group ways these early childhood professionals can help equip both the child and family for future quality inclusive experiences.
The End
...is just a new beginning
Thanks!

Any questions?

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References

