



Director's Institute: August 26, 2015

The Full Participation of Each Child

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Objectives

- Review the DEC/NAEYC joint position statement on the inclusion of young children
- Review the U.S. Department of Health and Human Services/U.S. Department of Education *draft* Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs
- Integrate with the Tiered Quality Rating and Improvement System (TQRIS)-FOCUS: Essential Elements of Quality- The Full Participation of Each Child

Introductions



It's Not the Critic Who Counts

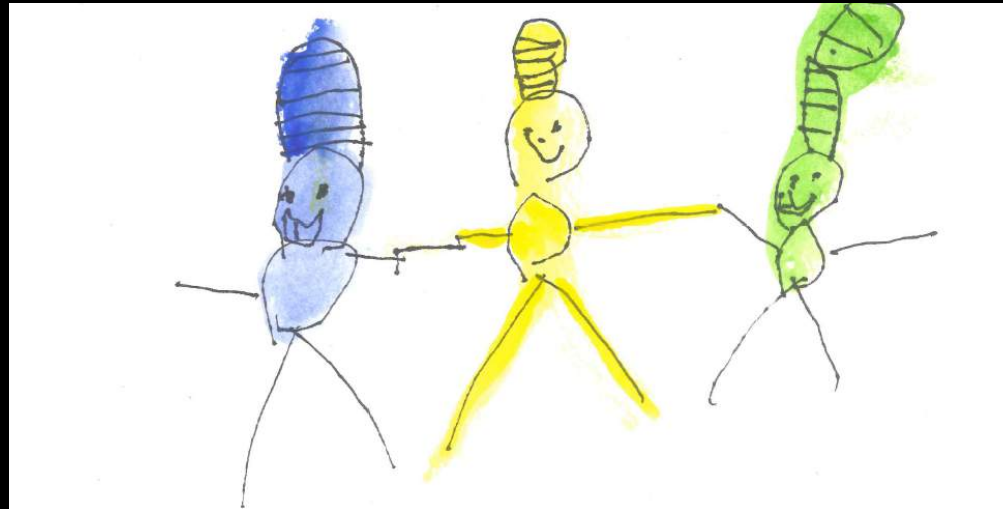
“When we spend our lives waiting until we’re perfect or bulletproof before we walk into the arena, we ultimately sacrifice relationships and opportunities that may not be recoverable, we squander our precious time, and we turn our backs on our gifts, those unique contributions that only we can make.”

Brené Brown

Joint Position Statement-April 2009

Division for Early Childhood
(DEC)

National Association for the
Education of Young Children
(NAEYC)



DEC/NAEYC Position Statement

- Offers a definition of early childhood inclusion
- Is a blueprint for identifying the key components of high quality inclusive programs
- Can be used by families, practitioners, administrators, policy makers, and others to improve early childhood services

Definition of 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

Desired Results

Children with and without disabilities and their families



- Have a sense of belonging and membership
- Have positive social relationships and friendships
- Develop and learn to reach their full potential

Access

- To a wide range of learning opportunities, activities, settings, and environments
- In many cases, simple modifications can facilitate access for individual children
- Universal design is a concept that can be used to support access to environments in many different settings through the removal of physical and structural barriers

Participation

- Some children will need additional individualized accommodations and supports to participate fully in play and learning activities with peers and adults
- Implementing inclusion involves a range of approaches- from embedded, routines-based technology to more explicit interventions-scaffold learning and participation for all children
- Social-emotional development and behaviors that facilitate participation are critical goals

Supports

- An infrastructure of systems-level supports must be in place to undergird the efforts of individuals and organizations

Ongoing professional development to acquire the knowledge, skills, and dispositions required to implement effective inclusion practices

Family members

Specialists

Practitioners

Administrators

Additional Supports

- Specialized services and therapies are coordinated and integrated with general early care and education services
- Funding policies promote pooling of resources and the use of incentives to increase access to high quality inclusive opportunities
- Quality frameworks (program quality standards, early learning standards)



**U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
U.S. DEPARTMENT OF EDUCATION**

**DRAFT POLICY STATEMENT ON
INCLUSION OF CHILDREN WITH DISABILITIES IN
EARLY CHILDHOOD PROGRAMS**

May 15, 2015

Purpose

- Set a vision
- Provide recommendations to States, local education agencies (LEAs), schools, and public and private early childhood programs for increasing the inclusion of infants, toddlers, and preschool children with disabilities in high-quality early childhood programs

Departments' Position:

All young children with disabilities should have access to inclusive high-quality early childhood programs where they are provided with appropriate support in meeting high expectations



Why is This Important?

- Children with disabilities and their families continue to face significant barriers to accessing inclusive high-quality early childhood programs
- Too many preschool children with disabilities continue to receive special education services in separate settings, as opposed to the least restrictive environment (LRE)

Why is This Important?

- Equal opportunity is one of America's most cherished ideals
- Being meaningfully included as a member of society is the first step to equal opportunity and;
- Is every person's right—a right supported by our laws

Why is This Important?

- Research indicates that early childhood inclusion is beneficial to children with and without disabilities
- Preliminary research shows that operating inclusive early childhood programs is not more expensive than operating separate early childhood programs for children with disabilities

Why is This Important?

- Meaningful inclusion in high-quality early childhood programs can support children with disabilities in reaching their full potential
 - Resulting in societal benefits
 - Higher productivity in adulthood
 - Fewer resources spent on interventions and public assistance later in life

Exposure to a Variety of Rich Experiences

- Learn in the context of play and everyday interactions
- Engage with their peers with and without disabilities



The Guiding Principles for the Full Participation of Young Children in New Mexico's Early Learning System



Every Child in New Mexico

- Has diverse strengths rooted in his or her family's unique culture, heritage, language, beliefs and circumstances
 - Early learning programs, which support the full participation of each child, build on these strengths
 - They do so by promoting a sense of belonging, supporting positive social relationships, and enabling families and professionals to gain advocacy skills that positively impact the life of every child



FOCUS
On Young Children's Learning

DRAFT • January 2015

New Mexico FOCUS: Essential Elements of Quality
for Public Education Department Preschool Programs (PreK, Special Education, and Title I)



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Preschool Program Participation Requirements

All New Mexico public education preschool programs (PreK, Special Education 619, and Title I) will participate in the FOCUS TQRIS. The Public Education Department's (PED's) expectation is that programs will continue to be in substantial compliance with the applicable state rules, standards, and federal regulations that govern the program, services provided, and fiscal responsibilities.

Participation in the FOCUS TQRIS requires engaging in a continuous quality improvement process that includes an action plan with specific goals to meet, at a minimum, the "quality" level. Programs will have up to two years to meet the criteria at each of the levels of quality.

FOUNDATIONS OF QUALITY



A. Full Participation of Each Child 2. Inclusive Practices for Children with Developmental Delays and Disabilities

Support Through Training & Coaching

- In the use of tools and how to make improvements



What-How-Why

Team Lydia Rose: Supporting Inclusion Every Day in Every Way

It's worse to spend your life on
the OUTSIDE looking **IN**,
wondering *what if*, than it is
to **TRY** and dare greatly
and risk the chance of failure.
DARE GREATLY;
get in the arena and try.

DR. BRENÉ BROWN

#masswomen
maconferenceforwomen.org

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