



High Quality PreK Inclusion:

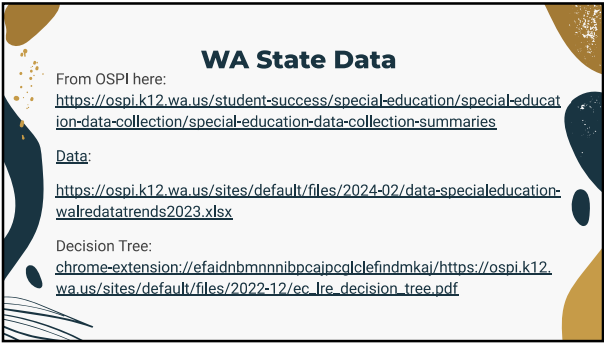
Elements and Sustainability

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Agenda

- Current State of Early Childhood inclusion in WA
- Myths
- Inclusion Practices and Implications
- Implementation and Sustainability Tools



WA State Data

From OSPI here:
<https://ospi.k12.wa.us/student-success/special-education/special-education-data-collection/special-education-data-collection-summaries>

Data:
<https://ospi.k12.wa.us/sites/default/files/2024-02/data-special-education-walredatatrends2023.xlsx>

Decision Tree:
[chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://ospi.k12.wa.us/sites/default/files/2022-12/ec_lre_decision_tree.pdf](https://ospi.k12.wa.us/sites/default/files/2022-12/ec_lre_decision_tree.pdf)

IDEA: 1975

- Latest WA state data: 33% served more than 10 hours a week in inclusionary settings
- Numbers are growing
- Discussion: what are the barriers?

Preschool Inclusion Toolbox Manual

Published by [Brookes](#)

Surveys from across the country:

Number one barrier to inclusion: people's attitudes and beliefs.

Myths

- Readiness
- Support Needs
- Someone will lose
- Not 'our' student

What myths have you heard?

Components of High Quality Inclusion

- **Intentional, sufficient, and supported interactions between peers with and without disabilities**
 - Children with disabilities need more intentional, systematic instruction to learn appropriate social skills.
 - Children with disabilities should have multiple and varied opportunities to interact with typically developing peers, and vice versa.
 - Peer social interactions should be supported so they occur at sufficient rates.
 - Children with disabilities in inclusive classrooms who have opportunities to interact with typically developing peers demonstrate higher levels of social competence (Guralnick, Neville, Hammond, & Connor, 2007).

Components of High Quality Inclusion

- **A focus on sociological outcomes**
 - Focus should be on both developmental and academic skills and sociological outcomes such as social acceptance, participation, and friendships.
 - All children should form positive, meaningful social relationships, independently participate in classrooms and communities, and have a sense of belonging.

Components of High Quality Inclusion

- **Family Involvement**
 - The goal is to enhance the family's capacity to promote their child's development.
 - Family plays a central role in assessment, intervention, and evaluation of services.
 - Intentional encouragement of family involvement, engagement, and participation should occur.

Components of High Quality Inclusion

- **Specialized, Individualized supports**
 - Supports should be provided to children in inclusive classrooms based on their individual needs.
 - Individualized adaptations should be made to daily routines and activities, and intentional, specialized instruction should occur.
 - Teachers should engage in intentional teaching and plan for and embed a sufficient number of instructional trials across the day.
 - A range of assessment-based specialized instructional practices should be used, and supports should be individualized to promote children's participation.

Components of High Quality Inclusion

- **Integrated, Interdisciplinary Services and Collaborative Teaming**
 - Service delivery systems should be integrated and coordinated.
 - A structure should be established for collaborative teaming and should include frequent opportunities for teams to meet and discuss shared goals and instructional plans and identify roles and responsibilities.

Components of High Quality Inclusion

- **Effective, Ongoing Professional Development**
 - Evidence-based practices (EBPs) are more likely to be used when professional development systems include the following (Fixsen & Blase, 2009; Odom, 2009):
 - Technical assistance to help state officials, service systems, and practitioners learn EBPs and implementation methods that help with their adoption
 - Policies to support the use of EBPs and effective implementation practices
 - Infrastructure including data-based decision making and on-site and ongoing coaching
 - Professional development systems should include meaningful and ongoing follow-up and support

Components of High Quality Inclusion

- **Ongoing Program Evaluation**
 - Mechanisms should be used for ongoing program evaluation that are sustainable; are linked directly to the program philosophy, goals, and curricula; and include input by consumers and practitioners.
 - Program evaluation should include measures of fidelity to ensure that implementation of EBPs and professional development systems occur as intended.
 - Adaptations to interventions, curricula, or professional development systems should be informed by program data and continually monitored to ensure all children and families are successful and meeting their goals.

Discussion

- How can you collaborate with your community to create a shared vision?
- Considering the effective components of inclusion, reflect on the 33% rate of inclusion in typical settings for more than 10 hours.
- What other thoughts come to mind?

Implementation and Sustainability

1. Form a community preschool inclusion team.
2. Create a vision.
3. Develop and implement an action plan.
4. Create language, discourse, and awareness materials that promote inclusivity and make your argument.
5. Propose the new policy or procedure.
6. Develop support.
7. Monitor the process.
8. Follow up.
9. Monitor the implementation.
10. Evaluate the team's accomplishments.

Preschool Inclusion Team

- The preschool inclusion team includes (no more than 15 people)
 - Administrators
 - Professional development personnel
 - Preschool inclusion experts
 - Teachers / service providers
 - Families
 - All key agencies at the community level
- The team commits to
 - A multiyear process to achieve full implementation and then sustainability
 - Shared decision making
 - Effective teaming procedure

Team Responsibilities

- Meet monthly.
- Develop a shared vision.
- Develop and implement an action plan for the vision.
- Review and revise the plan at least annually.
- Monitor progress and use data for decision making.
- Support providers to implement inclusion by providing ongoing training and coaching.
- Evaluate outcomes.

Forming the Team

- Find others who want to create high-quality preschool inclusion opportunities.
- Establish effective meeting logistics and practices.
- Develop a clear vision or goal, and establish inclusive language and discourse.
- Gather information about the challenges to preschool inclusion.
- Gather data on the effects of the challenges on high-quality inclusion, and create easy-to-read materials.
- Establish relationships with people who will need to address the challenges.
- Commit to creating change.

Create a Vision and Make Your Argument

- Develop your team's shared vision, values, beliefs, and language.
- Compile evidence to frame the problem; generate realistic solutions; and consistently use powerful, values-based and evidence-based language to describe the problem and its solution.
- Prepare/obtain short, easy-to-read materials about the benefits of inclusion as well as the legal requirements.

Evaluate

- Score the Community Inclusion Indicators as a Team
- Build an Action Plan
- Action plan can serve as meeting agendas.
 - Updates on action items to start each meeting.

Ongoing

- Continuous evaluation on action items
- Updating indicators at least annually.

- Support community in using other indicators
 - Program Indicators of Inclusion
 - Education Environment Indicators of Inclusion

OSPI Tool

[LRE Calculator](https://ospi.k12.wa.us/sites/default/files/2023-08/lre_verif_calculator.xlsx)
https://ospi.k12.wa.us/sites/default/files/2023-08/lre_verif_calculator.xlsx

[LRE Self Assessment Tool](https://ospi.k12.wa.us/sites/default/files/2023-08/ipp-lre-self-assess-tool.xlsx)
<https://ospi.k12.wa.us/sites/default/files/2023-08/ipp-lre-self-assess-tool.xlsx>

Discussion

Supporting Districts and Sites

- Pyramid Model Implementation
 - challengingbehavior.org



Contact

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