What you will learn about Foundations of Inclusion

QRIS Indicator for Step 3 Children with Diverse Abilities: Inclusion statement is included in the program's policy and procedures; Staff agrees to practice confidentiality as outlined in the program's confidentiality statement.

ESSENTIAL KNOWLEDGE: ACCESS FOR ALL CHILDREN TO INCLUSIVE SETTINGS INCLUDES OFFERING A RANGE OF ACTIVITIES AND ENVIRONMENTS, REMOVING PHYSICAL BARRIERS AND OFFERING MULTIPLE WAYS OF PROMOTING LEARNING AND DEVELOPMENT.

Early childhood professionals use a range of experiences to all children even though their responses may differ and some children may need adaptations. (Essential Practice, Idaho Early Learning eGuidelines)

Early childhood professionals individualize experiences, activities and instructions to meet the needs of each child. (Essential Practice, Idaho Early Learning eGuidelines)

What does this look like in practice?

- Programs develop inclusion policies and missions that value enrollment and participation of children with diverse abilities, such as dual language learners, children with disabilities, children with mental health concerns, and children with complex health care needs.
- Classrooms contain materials that can be accessed by all children.
- Program facilities can be accessed by individuals with physical disabilities.

ESSENTIAL KNOWLEDGE: INDIVIDUALIZED ACCOMDATIONS, SUPPORTS, AND SPECIALIZED INSTRUCTION ALLOW INDIVIDUAL CHILDREN TO FULLY PARTICIPATE IN EARLY CHILDHOOD SETTINGS AND IMPACTS CHILD OUTCOMES.

Early childhood professionals plan, implement, and evaluate developmentally appropriate curricula, instruction, and adaptations based on knowledge of individual children, the family, and the community. (CEC/DEC Standard 4, Instructional Strategies, EC4S1)

What does this look like in practice?

- Adults interact positively with children with disabilities and other diverse needs.
- Adults provide opportunities for all children to explore and interact with the environment and peers.
- Providers can identify evidence based practices and instructional strategies that support the learning and participation of children with diverse needs.

ESSENTIAL KNOWLEDGE: A VARIETY OF SUPPORTS SUCH AS PROFESSIONAL DEVELOPMENT OPPORTUNITIES, INTEGRATED SERVICES, RESOURCES AND POLICIES ARE NECESSARY FOR QUALITY INCLUSION.

Early childhood professionals engage in continuous, collaborative learning to inform practice. (NAEYC Professional Preparation Standard 6: Becoming a Professional, 6c)

What does this look like in practice?

- Providers communicate regularly with families, in-person, in notebooks or by email.
- Providers have allotted times for planning and to attend meetings with community partners relevant to services of children in their care.
- Directors and administrators participate in inclusion planning.

ESSENTIAL KNOWLEDGE: DESIRED RESULTS OF INCLUSION INCLUDE A SENSE OF BELONGING AND MEMBERSHIP, POSITIVE SOCIAL RELATIONSHIPS AND FRIENDSHIPS, AND DEVELOPMENT AND LEARNING TO REACH FULL POTENTIAL.

Teachers and staff from early education programs and community child care centers are provided with knowledge and skills relative to the inclusion of young children with disabilities. (DEC Recommended Practices, PP63)

What does this look like in practice?

- Providers can identify the benefits of inclusion for all children and regularly share this information with families and other staff.
- Providers have read and reviewed their program's inclusion policy and mission.

ESSENTIAL KNOWLEDGE: ADA AND IDEA MANDATE ACCESS TO CHILD CARE PROGRAMS AND SUPPORT INCLUSIVE PRACTICE.

Early childhood professionals have knowledge of historical, philosophical foundations, and legal basis of services for infants and young children both with and without exceptional needs. (CEC/DEC Standard 1, Foundations, EC1K1)

What does this look like in practice?

- Directors provide written policies and procedures that support mandates by ADA and encourage collaboration with mandates of IDEA.
- Providers review written program policies and procedures.