
Step 3

Developing an Inclusion Statement and Inclusion Policies



Why develop an inclusion statement?

An inclusion statement can support high quality inclusive child care and guide program policies and decisions around including children with diverse abilities. Program policies can be adapted to specific programs and ensure that all families and staff are aware of shared inclusion goals. Listed below are activities you can complete to assist in the development of your program's inclusion statement.

Activity 1: Defining Inclusion

It is recommended that the definition of inclusion as defined by DEC and NAEYC support the development of your inclusion policy statement, to include the defining features of access, participation and supports.

Review the definition of inclusion as defined in the position statement, which can be found here: http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf

Activity 2: Benefits of Inclusion

What are the benefits of inclusion for the children enrolled in your child care program, their families, program staff and your community?

Activity 3: Describe access to your child care program:

Describe how your program makes reasonable efforts to enroll children with diverse needs and abilities.

Consider:

- Environment
- Enrollment Requirements

Activity 4: Describe the participation of children enrolled in your child care program:

Describe how ALL children will participate in your program.

Consider:

- Routines and Activities
- Interactions with Peers
- Curriculum that Supports Individual Needs and Interests
- Assessment and Screening of Development

Activity 5: Describe supports your program will provide for families and staff:

Describe how all families will be supported and involved in decisions about the care and education of their child.

Consider:

- On-going communication with families
- Regular parent/teacher conferences

Describe how your staff will be supported in caring for and educating children with diverse needs.

Consider:

- On-going training
- Time for planning and collaboration

Describe how your program will partner and collaborate with other programs and community agencies.

Consider:

- Knowledge of resources and supports for families
- Screening procedures coordinated with Developmental Milestones or local school districts
- Participation in the development of individualized plans
- Involvement in early intervention services

Activity 6: Summarize Activities 1-5 into your child care's statement on inclusion:

This policy guide was adapted from the following resources:

Division for Early Childhood/National Association for the Education of Young Children. (2009). *Early childhood inclusion: A joint position statement of the division for early childhood (DEC) and the national association for the education of young children (NAEYC)*.

Chapel Hill: University of North Carolina, FPG Child Development Institute.

Manitoba Child Care Program. (n.d.) *Writing an inclusion policy: A guide for child care centres and homes*. Available at:

http://www.gov.mb.ca/fs/childcare/pubs/writing_inclusion_policy_aug_2009_en.pdf

Example Inclusion Statements:

“SandCastles Childrens Learning Center has adopted the definition of inclusion as developed by the Division for Early Childhood of the Council for Exceptional Children (DEC) and the National Association for the Education of Young Children (NAEYC) stating “Early childhood inclusion embodies the values, policies, and practices that support the right of every 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.”(DEC/NAEYC, 2009)”

-Sandcastles Family Handbook, Sandcastles Children’s Learning Center, Boise, Idaho

“Because of our diverse learning materials and activities, and our choice-based learning style, students of all ages and levels of development benefit from our program. We accept children who are not potty trained. Learning is a process, and we are prepared to help your child on their way to being toilet independent.”

-Gold Mountain Community School Parent Handbook, Gold Mountain Community School, Moscow, Idaho

“At Christ the King we welcome children of all abilities. We will work with parents to provide a safe, nurturing and learning environment for their child. We will also work together to support any services needed to enrich your child's development.”

-Christ the King Child Development Center, Coeur d’ Alene, Idaho