

INCLUSION . . .



I have a child with an IEP.
Is this the best class for this child?
What do I need to do?



What Do We Mean By Childhood Inclusion?

Every child has the right to attend preschool in their own community with fellow peers. Inclusion is a process of identifying, understanding and making adaptations for participation and belonging. Typical learning environments and everyday activities that include everyone helps promote harmony along with an appreciation for the differences that mark us individually and culturally. Segregation often fosters grounds for harassment and bullying.

Why inclusion?

Inclusion helps children without disabilities:

- Inclusion helps typically developing children to foster tolerance for and acceptance of individual differences in their peers.
- Children gain confidence and pride as they model, interact and assist one another.

Inclusion helps children with disabilities:

- Develop self-esteem and a sense of belonging with membership in the classroom, home, and community
- Establish positive social relationships and friendships
- Continue to grow and develop to reach his or her full potential through participation and peer modeling
- Instruction is most effective when opportunities to acquire skills occur across the day during routine and interactions that provide meaningful learning

Inclusion supports teachers, parents, para-professionals, care-givers to increase participation:

- To establish working relationships to support one another with complementary skills to create a shared understanding of the child's needs
- Allows for team members to work together to identify and discuss common goals to support the child in the inclusive setting
- To develop skills, strategies, and confidence to work with children with special needs

Child Development

All children in the home and early childhood settings need nurturing and stimulating learning environments. Children may be delayed due to environmental factors and will eventually catch up if given appropriate instruction and opportunities. Other children with special needs may attain skill mastery at a slower rate than their typical peers. Children with delays may need typical experiences modified to help promote their development during typical routines and daily activities. Modifications may include changes to the environment, equipment or materials, the activity, or expectations for the child. These modifications at times can seem overwhelming to the parent or busy classroom teacher when they are introduced. Working together lightens the load, creates understanding and allows for growth and development of all team members.



Three keys to successful inclusion include:

1. ACCESS

- Provide a wide range of activities and environments to promote learning and development for all children

2. PARTICIPATION

- Using a range of instructional approaches to promote engagement in play and learning activities and a sense of belonging for each child
- Adaptation to environment, activities, and routines through strategies and techniques that can be embedded in routine based activities
- Individual support or small group intervention to promote learning by meeting a child's particular needs during a certain activity.

3. SUPPORTS

- Opportunities for professional development
- Opportunities for communication and collaboration among all team members
- Support services will be provided through the Midwestern Intermediate Unit IV.
- As a means of communication, session notes will be provided by all consultants at each visitation



NOW WHAT?

The Good News Is

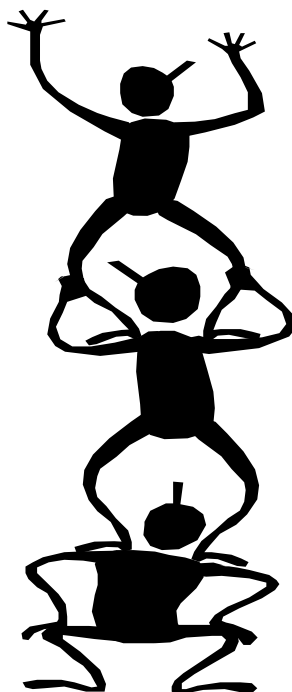
You're not alone.

You're part of a team!

You're the most important part of the team!

**Other team members from IU-4
will be there to support you and work
with you to develop an action plan.**

Midwestern Intermediate Unit 4 (MIU-4) provides support through consultation to partner with families and classroom staff in various learning environments to enhance inclusion. MIU-4 uses a collaborate approach to consultation. This service delivery model allows for the consultant and team members to work together to identify and address common areas of concerns, assess needs, develop an action plan, support implementation of the plan and monitor and evaluate progress. Various consultants provide support with adaptations to enable the identified child to function within the home or classroom setting with typical developing peers. Adaptations can resolve differences between a current unsatisfactory situation and what we would like to see happen.



Supporting

one another



Let's take a closer look at our roles

- **Classroom Teacher and Staff Members**

- Establish rapport with team members and discuss preferred method for communication
- Provide information of what is happening in the classroom and what you would like to see happen or change
- Discuss your needs and concerns for inclusion of the identified child
- Observe the child's activity together with the consultant to assess needs and discuss adaptations for participation
- Collaborate with consultants to develop an action plan and strategies that you can utilize during routine activities and use with your teaching style
- Implementation of the action plan through adapting environment, activity, routine, and materials to promote participation and carry over of strategies agreed upon by the team
- Observe the consultant working with the child to learn how to implement strategies
- Review strategies used with the child to discuss progress or changes needed
- Increase your understanding and use of strategies to become the advocate for child's over-all growth and development.
- Monitor and provide examples of child's work and/or feedback of child's skills in the black binder to be utilized by the team
- Report child's progress according to your program's data collection tools
(ex. IU input form, report cards, mid-year conferences, GOLD)
- Invite support staff to parent teacher conferences when possible
- Participate in IEP development and conferences with MIU-4 team members and family
- Provide end of the year feedback to promote change and collaboration among agencies.

- **Families**

- Establish a means of communicating with team members
- Provide information about their child's strengths, needs and inclusion strategies for their son/daughter in the home and community settings
- Share what is important to the family's needs and skills they would like to see their child develop
- Families should share any change in the child's home life or medical status including change of address, phone number, etc. (*updates placed in the binder*)
- Family information should be updated annually including child progress in the home, school, and community activities
- Can observe and participate in classroom activities according to the agency guidelines and policies or participate during instruction in the home or parent programs
- Participate in parent teacher conferences to share information for development of their child's IEP goals



Other team members may include:

- **Developmental Teacher (IU-4)**

- Introduce self and establish rapport with the classroom staff
- Discuss roles and the consult model, establish a means of communication
 - Review and discuss child's IEP and concerns of the parent or classroom staff
- Work with the family and staff to understand their priorities
- Discuss the child's learning needs and strategies to build on the child's strengths for participation and inclusion
- Discuss and assist with adaptations to the learning environment, daily routines, daily activities, materials, or toys and equipment to enhance child's participation and performance
- Provide adaptive equipment, materials or toys to increase child participation
- Discussion of developmentally appropriate activities
- Observation and monitoring of child's participation in activities, skills and needs within the learning environment
- Team teaching with classroom staff and family members to demonstrate strategies for greater understanding and follow through by parents or teachers
- Educate fellow peers to increase acceptance and socialization
- Assisting with small and large group activities within the learning environment to provide accommodations and model strategies to increase participation and learning
- Support child 1-1 in the classroom to provide direct instruction with a skill or to enhance participation
- Ongoing communication to provide support to staff or parents to address questions, concerns, or needs
- Encourage growth and use of strategies by staff through review of concepts and continued practice to increase understanding and sustainability of instructional techniques
- Continue to monitor progress of the child and report 3 times per year to parent and Staff members



Foster Partnership by exchanging information and ideas with team members to help plan future needs and to give and receive feedback

- **Speech and Language Therapist (SLP)**

- Introduce self and establish rapport with the classroom staff
- Discuss roles and the consult model, establish a means of communication
- Review and discuss child's IEP and concerns of the parent or classroom staff
- Educate families and staff on typical speech and language development
- Work with the family and staff to understand their priorities and needs
- Discuss the child's learning needs and strategies to build on the child's strengths for participation and inclusion
- Discuss and assist with adaptations to the learning environment, daily routines, daily activities, materials, or toys and equipment to enhance child's participation and use of speech and language
- Discuss adaptations to materials or instruction to provide for increased opportunities to use and expand language skills and communication needs
- Provide strategies to help children understand language and follow directions
- Observe and monitor the child's language and communication needs in the learning environment
- Team teaching and demonstration of techniques to the staff or parents for carryover of sounds into conversational speech
- Modeling of strategies to help children communicate during instruction, play, and to communicate their needs to others in the home, school or daycare setting
- Educate fellow peers to help them increase understanding of child's communication attempts
- Direct instruction individually and in small groups within the learning environment that may include typical peers
- Direct instruction individually or in small groups in a quieter environment for listening and practicing production of speech sounds
- Ongoing communication to provide support to staff or parents to address questions, concerns, or needs
- Encourage growth and use of strategies by staff through review of concepts and continued practice to increase understanding and sustainability of instructional techniques
- Continue to monitor progress of the child and report 3 times per year to parent and staff members

- **Occupational Therapist (OT)**

- Introduce self and establish rapport with the classroom staff
- Discuss roles and the consult model, establish a means of communication
- Review and discuss child's IEP and concerns of the parent or classroom staff
- Discuss and assist with adaptations to the learning environment for increased participation during routine activities and to enhance child's performance of fine motor tasks during play and instruction

- **Occupational Therapist (OT) con't**

- Provide strategies for self help skills, dressing, eating, and toileting needs
- Demonstration of strategies and techniques for hand skills to improve grasp and to promote pre-writing and cutting skills
- Discuss adaptations to materials and toys or provide specialized equipment to enhance the child's ability to participate in an activity and increase performance level
- Provide knowledge of child's sensory needs and demonstrate strategies to help improve the child's ability to attend or sit during instruction (fidgets, selective seating, movement cushions, rocking chairs, etc.)
- Provide knowledge of child's sensory needs or review of sensory diet(adversity to touch, taste, etc.) and demonstrate strategies to help improve child's participation
- Strategies for transition from one activity to the next (child's difficulty with routine & change)
- Encourage growth and use of strategies by staff through review of concepts and continued practice to increase understanding and sustainability of instructional techniques
- Continue to monitor progress of the child and report 3 times per year to parent and staff members

- **Physical Therapist (PT)**

- Introduce self and establish rapport with the classroom staff
- Discuss roles and the consult model, establish a means of communication
- Review and discuss child's IEP and concerns of the parent or classroom staff
- Discuss and assist with adaptations to the learning environment to enhance the child's participation and performance of gross motor skills during play activities and mobility needs
- Discuss adaptations to routines and activities to enhance child's participation and increased independence by providing strategies for self help skills, dressing, eating, and toileting needs
- Discuss adaptations to materials or provide specialized equipment to enhance the child's ability to participate in an activity and increase performance.
- Provide adaptive materials or toys to increase child participation and play interaction
- Demonstration of techniques to all staff for carry-over of mobility skills or use of special equipment used with the child
- Direct support to increase mobility skills of the child in the home, classroom setting, or school environment
- Demonstration of techniques for transition from one activity to the next or with body support or positioning
- Encourage growth and use of strategies by staff through review and continued practice to increase understanding and sustainability of instructional techniques
- Continue to monitor progress of the child and report 3 times per year to parent and staff members

Other special services may include:

- **Assistive Technology Consultants (AT)**

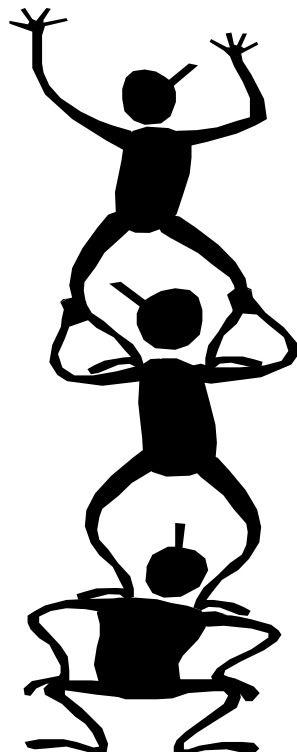
- Evaluate children who have little or no speech to provide alternative communication methods, such as communication devices.
- Discuss changes to the environment, adaptations, strategies, and available materials
- The AT consultant assists the family, speech therapist and preschool staff with techniques to implement the use of communication aides in the learning environment
- Ongoing communication to provide support to staff or parents to address questions, concerns, or needs and to encourage growth and use of strategies by other

- **Dysphagia Consultants**

- Evaluate children who have swallowing and feeding difficulties.
- Provide guidelines for increased safety during snacks and meals.
- Ongoing communication to provide support to staff or parents to address questions, concerns, or needs and to encourage growth and use of strategies by other

- **Vision Consultants and Audiologists**

- Provide support for children with vision and hearing needs.
- Provide support to the families and staff to discuss strategies or equipment as needed to enhance the child's success
- Ongoing communication to provide support to staff or parents to address questions, concerns, or needs and to encourage growth and use of strategies by other



Collaboration!

**Working together with one
common goal to support each
other and promote participation
for all children.**