Evidence-Based Practices to Support Inclusion in Early Childhood Education Settings

Alissa Rausch

Adapted from The Preschool Inclusion Toolbox and Embedded Instruction Early Learning Project
Purpose of the Session

Quality inclusion for preschoolers with special needs requires the use of efficient team and classroom evidence-based practices. This session is designed to support practitioners in building knowledge and skills toward practices that provide opportunities for children with special needs to be included with their general education peers. Evidence-based practices reviewed here include blended practices, data collection, embedded scheduling, and adaptations and accommodations.
Inclusion: My/Our Stance
What Do We Mean by “Inclusion”?

Inclusion in early childhood programs refers to including children with disabilities in early childhood programs, together with their peers without disabilities; holding high expectations and intentionally promoting participation in all learning and social activities, facilitated by individualized accommodations; and using evidence-based services and supports to foster their development (cognitive, language, communication, physical, behavioral, and social-emotional), friendships with peers, and sense of belonging (US Department of HHS & US Department of Ed, 2015, p. 3)

This applies to all young children with disabilities, from those with the mildest disabilities, to those with the most significant disabilities (p. 3)
What We Mean by “Inclusion” Continued ...

- Active engagement in social interaction with typical peers (Strain & Bovey, 2014)
- Active engagement with typical peers in all daily routines (Buysse, Goldman, & Skinner, 2002)
- Active engagement in instructional interactions with adults and typical peers (McWilliam & Bailey, 1995)

(Rausch, Joseph & Strain, in press)
What We DO NOT Mean by “Inclusion”

- Practicing different skills in different areas than peers without disabilities
- Practicing skills during different routines than peers without disabilities
- Entering the classroom for designated periods of time only (e.g., recess, music time, snack)

“The pull-out approach is driven by the fallacy that poor school adjustment and performance are attributable solely to characteristics of the student rather than to the quality of the learning environment.”

WANDA REYNOLDS VALDERRAMA
RE-THINKING SPECIAL EDUCATION, 1996
THE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

www.theinclusiveclass.com
Why Knowing What We Mean Matters

• In 2012, across all states, a total of 42.5% of children age 3–5 served under IDEA received their special education and related services in a regular early childhood classroom.

• During 1984–1985, across all states, a total of 36.8% of children age 3–5 served under IDEA received their special education and related services in a regular early childhood classroom.

• Comparing the 1985 data to the 2012 data, the practice of providing special education and related services to children with disabilities age 3–5 in regular early childhood settings increased by only 5.7%.
In 1985, only 36.8% of preschoolers with disabilities spent 80% or more of their time in inclusive settings. In 2012, only 42.5% of preschoolers with disabilities spent 80% or more of their time in inclusive settings.

In 1985, young children with disabilities were included in the Individuals with Disabilities Education Act, which mandated LRE (or inclusion).
Research Support for EC Inclusion

• Inclusive programs are at least comparable to, and at times of higher quality than, segregated placements that do not enroll children with disabilities

• Early childhood inclusion is not more costly than specialized, segregated placements

• Teachers and parents of children with and without disabilities have positive views about early childhood inclusion, and children with and without disabilities benefit from attending quality inclusive early childhood settings
DEC/NAEYC Joint Position Statement on Inclusion: Access

- Ensure that all children have access to effective learning environments; typical routines, activities, and settings; and general education curricula.
- Enhance physical accessibility.
- Identify and eradicate physical or structural barriers.
- Offer multiple and varied learning opportunities.
DEC/NAEYC Joint Position Statement on Inclusion: Participation

- Ensure all children are active, independent participants in their families, classrooms, and communities.
- Use a range of instructional practices to ensure all children have opportunities to engage, participate, and learn.
- Use adaptations to promote active participation and sense of belonging for all children.
- Emphasize the needs of the individual child and his or her family.
DEC/NAEYC Joint Position Statement on Inclusion: Supports

- Provide broad, infrastructure-level support to administrators, teachers, and staff.

- Ensure that all adults involved have access to high-quality professional development, effective ongoing follow-up assistance, and support for collaborative teaming.

- Put effective policies in place that promote and incentivize high-quality preschool inclusion.
One Way to Start Asking Yourself About Inclusion is to Consider These Questions ...

1. Are adults performing tasks that children could be doing?
2. Is the child doing what his/her peers are doing (in the same area of the room, with the same or similar materials as peers, and during the same routine)?
3. Could we incorporate social engagement into this routine or task?
4. How should the physical environment be altered to increase social engagement and/or independence?
5. Does the length/duration of the routine need to be altered?
Division for Early Childhood (DEC) Recommended Practices

• Provide guidance to practitioners about effective ways to promote the development of young children with or at risk for disabilities

• Translate research into practice and emphasize the practices that are known to be effective and that produce better outcomes for children and families

• Should be used within developmentally and culturally responsive frameworks

*The Preschool Inclusion Toolbox: How to Build and Lead a High-Quality Program* by Erin E. Barton and Barbara J. Smith.
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Blended Instructional Approaches

• Ensure practitioners in inclusive classrooms identify what to teach and how to teach to ensure that all children have access to and participate in the daily routines and activities.

• Set the occasion for children’s learning (i.e., organizing the learning environment to provide learning opportunities) and ensure sufficient opportunities for children to respond.
Embedded Instruction

(Adapted from Embedded Instruction Early Learning Project)
Key Features of Embedded Instruction

• Promotes child engagement and learning in natural settings

• Emphasizes identifying times and activities when instructional procedures for teaching a child’s goals are implemented during naturally occurring activities and routines in natural settings
Embedded **INSTRUCTION**

• Emphasis is on:
  – Intentional, sufficient, and SYSTEMATIC learning opportunities during natural activities and routines
  – Contextually relevant opportunities

• Identify *instructional procedures* to be used within or across activities and routines to teach child goals
**INSTRUCTIONAL procedures**

- Universal Design
- Curricular Modifications
- Naturalistic Instructional Strategies
  - Environmental arrangement
- Prompting (with prompt fading)
- Feedback and consequences
Universal Design

- Alter the environment (physical, social, temporal)
- Modify the materials (size, accessibility)
- Modify the instructional media (paper/pencil to computer)
- Alter the task or activity (duration, difficulty, or size)
Curricular Modifications

- Use child preferences
- Interesting materials
- Out of reach materials
- Inadequate portions
- Making choices
- Unexpected situations
- Use specialized equipment
Naturalistic Instructional Strategies

• Following the child’s lead
• Expanding on what they are doing, loosely structured, highly intentional
• Direct and natural consequences
• Variety of materials
• Program common stimuli
• Teach functional skills

In pairs, how do you use this?
Prompting (cues)

- Type of prompts:
  - Verbal
  - Visual
  - Model
  - Gestural
  - Peer
  - Material
  - Physical

- Considerations:
  1. Natural prompts?
  2. Least intrusive
  3. Plan for fading over time

In pairs, how do you use this?
Feedback and Consequences

• Positive Reinforcement
• Shaping (successive approximations)
• Thin over time

In pairs, how do you use this?
Planning for Embedded Instruction

• **What to teach:** functional, generative, measurable child goals

• **When to teach:** during on-going routines, activities, transitions, etc.

• **How to teach:** EBPs, universal design, child focused strategies
Embedded Instruction

1. Planning
2. Implementing
3. Evaluating
Complete Learning Trial

Antecedent → Behavior → Consequence
## Complete Learning Trials

<table>
<thead>
<tr>
<th>Antecedent / Prompt</th>
<th>Child Goal</th>
<th>Consequence / Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher holds the juice pitcher and says, “Juice?”</td>
<td>“Juice, please”</td>
<td>Teacher, “you want juice!” and pours juice</td>
</tr>
<tr>
<td>Teacher points to the schedules on the wall</td>
<td>Child walks over and checks her schedule</td>
<td>Teacher says, “I like the way you checked your schedule!!”</td>
</tr>
<tr>
<td>Snack is over and peers are emptying plates in the sink. Teacher points to clean up picture above the sink and looks at the child.</td>
<td>Child follows peers to sink and puts plate in the sink.</td>
<td>Teacher, “nice cleaning up!”</td>
</tr>
</tbody>
</table>
Identify the CLT (PINS)
The Learning Cycle

• Acquisition
• Fluency
• Maintenance
• Generalization

Where do you focus your instructional time?
Targeted Behaviors
Examples of Desired Behaviors in the Classroom
**Planning Forms**

**Individual Child Activity Matrix**

<table>
<thead>
<tr>
<th>Child’s Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher or Classroom:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Behavior 1*</th>
<th>Target Behavior 2</th>
<th>Target Behavior 3</th>
<th>Target Behavior 4</th>
<th>Target Behavior 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Individual children will have varying numbers of target behaviors that are currently identified for instruction. Simply make the matrix larger or smaller as needed to address the individual child’s plan.

**Permission to copy not required-distribution encouraged**

<table>
<thead>
<tr>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Team members:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Child's name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Routines:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

What are you going to do?

What are you going to say?

How will you respond?

What materials do you need?

How many opportunities will you provide each day?

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Instruction-at-a-Glance

**Date:** __________________________

**Child's name:** ________________  **Teacher's name:** ________________

**Objective:** __________________________

1. **Setting for instruction**
   - **When?** __________________________
   - **Where?** __________________________
   - **How often?** __________________________
   - **Materials needed?** __________________________

2. **Instructional interaction**

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Child behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td></td>
<td>Positive reinforcement</td>
</tr>
<tr>
<td>Prompt</td>
<td></td>
<td>Corrective feedback</td>
</tr>
</tbody>
</table>
Section #1

Name: Sonny

Objective: Sonny will use a single word to request an item.

Prompt: - given a verbal prompt
      AND
      - given a visual choice
**Instruction-at-a-Glance**

<table>
<thead>
<tr>
<th>Date:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Child's name:</td>
<td>Teacher's name:</td>
</tr>
<tr>
<td>Objective:</td>
<td></td>
</tr>
</tbody>
</table>

1. **Setting for instruction**
   - When? 
   - Where? 
   - How often? 
   - Materials needed? 

2. **Instructional interaction**

<table>
<thead>
<tr>
<th>Antecedent</th>
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<td>Prompt</td>
<td></td>
<td>Corrective feedback</td>
</tr>
</tbody>
</table>
Section #2

When? At center time

Where? In block center

How often? 3-5 times per day

Materials needed? Blocks and figure
Section #2 Your Turn

When?

Where?

How often?

Materials needed?
Section #3

Desired Behavior: Sonny will use 1 word to request an item
Instruction-at-a-Glance

Date: ________________________________
Child’s name: ______________________ Teacher’s name: ______________________

Objective:

1. Setting for instruction
   When? ________________________________
   Where? ________________________________
   How often? ____________________________
   Materials needed? ____________________

2. Instructional interaction

<table>
<thead>
<tr>
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<th>Consequence</th>
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</thead>
<tbody>
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<td></td>
<td>Positive reinforcement</td>
</tr>
<tr>
<td>Prompt</td>
<td></td>
<td>Corrective feedback</td>
</tr>
</tbody>
</table>
Section #4

Instruction:
“What do you want? “

Prompt:
Show visual of block and people.
Say “Block or people.”
Section #4 Your Turn

Instruction:

Prompt:
# Instruction-at-a-Glance

**Date:**

**Child's name:** ___________________  **Teacher's name:** ___________________

**Objective:**

---

1. **Setting for instruction**
   - **When?** ___________________
   - **Where?** ___________________
   - **How often?** ___________________
   - **Materials needed?** ___________________

2. **Instructional interaction**

<table>
<thead>
<tr>
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<th>Consequence</th>
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<tbody>
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<td></td>
<td><strong>Positive reinforcement</strong></td>
</tr>
<tr>
<td><strong>Prompt</strong></td>
<td></td>
<td><strong>Corrective feedback</strong></td>
</tr>
</tbody>
</table>
Section #5

Positive Reinforcement:
- Repeat “block”
- Give block

Corrective Feedback:
- Withhold access to the material
Section #5 Your Turn

Positive Reinforcement:

Corrective Feedback:
Accommodations and Modifications

• Adjustments to the classroom environment or materials to ensure all children have appropriate access to activities and routines

• Inclusive classrooms should have a continuum of supports for children that promote their access and participation.
Accommodations and Modifications

- Environmental support
- Materials adaptation
- Activity adaptation
- Special equipment
- Peer support
- Adult support
- Child preferences
- Invisible support

High-Quality Inclusive Classrooms

Individual Child Supports

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Data Collection should:

• Provide information about a specific aspect of the behavior
• Inform the teacher/educator about the how well the embedded schedule is working
• Offer suggestions about next steps and prompt reduction
Data Collection Examples

• Duration
• Levels of Assistance
• Time Sampling
• Duration
• Event Sampling
• Category Sampling
• Peer Interaction
• Task Analysis
• Interval/Whole Interval
# Average Aggression

Child's Name: ___________________  Week of: ___________________

Check the number of times the child is aggressive during the activity. Aggression includes: hits, pinches, pulls hair, bites, kicks, & scratches.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Mon.</th>
<th>Tues.</th>
<th>Wed.</th>
<th>Thurs.</th>
<th>Fri.</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival</td>
<td>0 times</td>
<td>0 times</td>
<td>0 times</td>
<td>0 times</td>
<td>0 times</td>
<td>0 times</td>
</tr>
<tr>
<td>Circle</td>
<td>0 times</td>
<td>0 times</td>
<td>0 times</td>
<td>0 times</td>
<td>0 times</td>
<td>0 times</td>
</tr>
<tr>
<td>Lunch</td>
<td>0 times</td>
<td>0 times</td>
<td>0 times</td>
<td>0 times</td>
<td>0 times</td>
<td>0 times</td>
</tr>
<tr>
<td>Average</td>
<td>0 times</td>
<td>0 times</td>
<td>0 times</td>
<td>0 times</td>
<td>0 times</td>
<td>0 times</td>
</tr>
</tbody>
</table>
# Student Data Sheet

**Student:**

**Trainer:**

**Date:**

**Time:**

<table>
<thead>
<tr>
<th>Unprompted Correct</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Physical</td>
<td>FP</td>
</tr>
<tr>
<td>Partial Physical</td>
<td>PP</td>
</tr>
<tr>
<td>Minimal Physical</td>
<td>MP</td>
</tr>
<tr>
<td>Point Prompt</td>
<td>PO</td>
</tr>
<tr>
<td>Verbal Prompt</td>
<td>V</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Check Schedule</th>
<th>Pick Up Picture</th>
<th>Match Picture</th>
<th>Complete Task</th>
<th>Return to Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Duration Recording Form

<table>
<thead>
<tr>
<th>Activity Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>activity</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

PP - Physical Prompts
VP - Verbal Prompts
Peer Interaction

Child's Name: ________________  Observer: ________________

Check yes (Y) or no (N) at time one (T1) and time two (T2) to indicate whether the child is interacting with a peer at the time of observation. T1 and T2 observations should be at least 5 minutes apart.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outside</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ratio:</th>
<th>#yes</th>
<th>total # observed</th>
<th></th>
<th>#yes</th>
<th>total # observed</th>
<th></th>
<th>#yes</th>
<th>total # observed</th>
<th></th>
<th>#yes</th>
<th>total # observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Amy’s Transition

### Week of: 

![Image of a chart tracking behavior over the week]

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arrival</strong></td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td><strong>Circle</strong></td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td><strong>Nap</strong></td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td><strong>Clean-up</strong></td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
</tr>
<tr>
<td><strong>Other: Bus Ride</strong></td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
<td>0 1 2 3</td>
</tr>
</tbody>
</table>

**Average Score**: 
- Monday: 3
- Tuesday: 2.2
- Wednesday: 1.4
- Thursday: 1.4
- Friday: 0.8

Rate the problem behavior:
- 0 = no problems
- 1 = whining, resisting
- 2 = screaming, falling on floor
- 3 = screaming, hitting, other aggression

---

Positive Beginnings: Supporting Young Children with Challenging Behavior
That was a busy hour and a half! How else can I help?

Questions and Comments