



Preschool Inclusive Practices

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Today we will examine

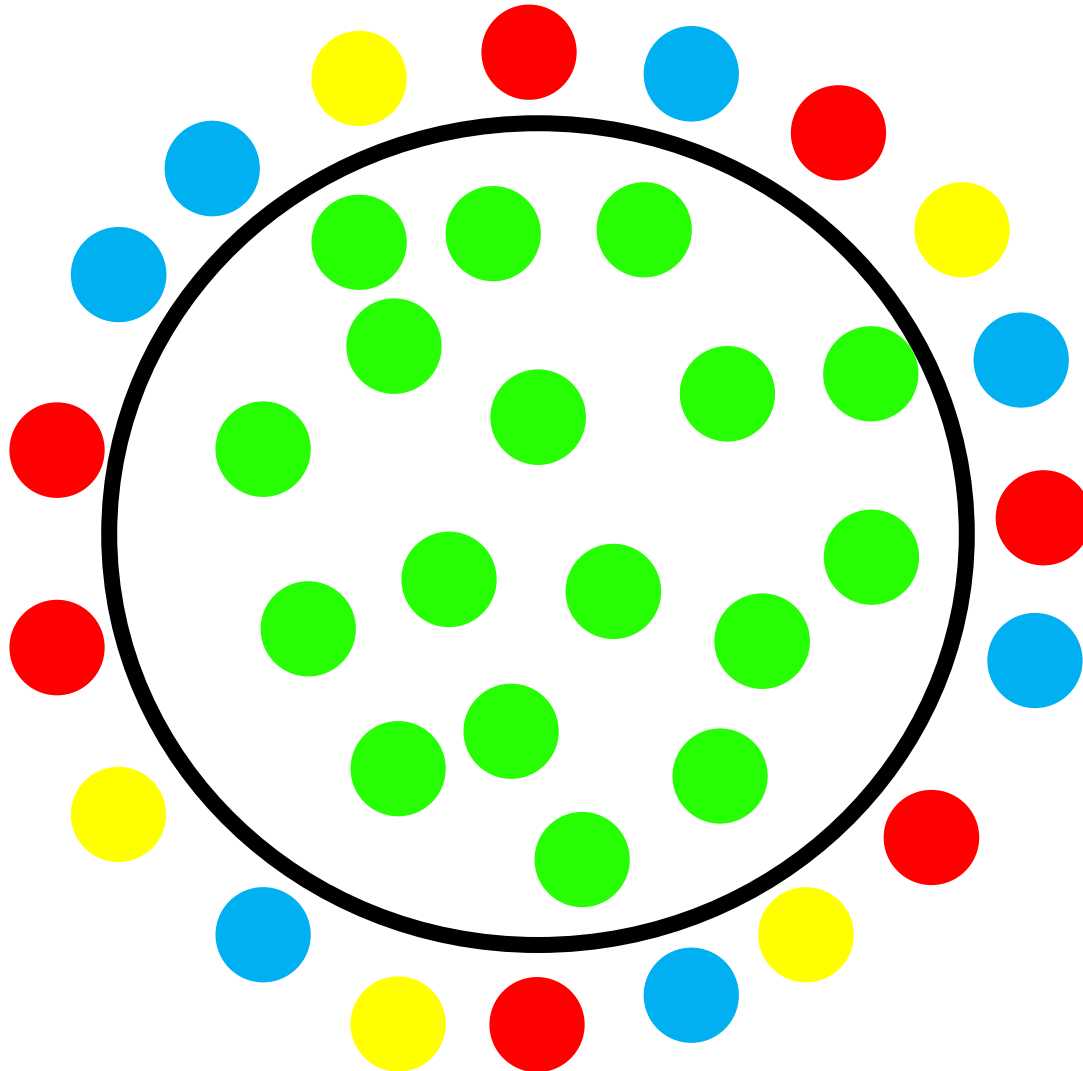
- What is preschool inclusion?
- Why do we have preschool inclusion?
- What are the benefits of preschool inclusion?
- What does it look like in practice?





Inclusion Journey.....

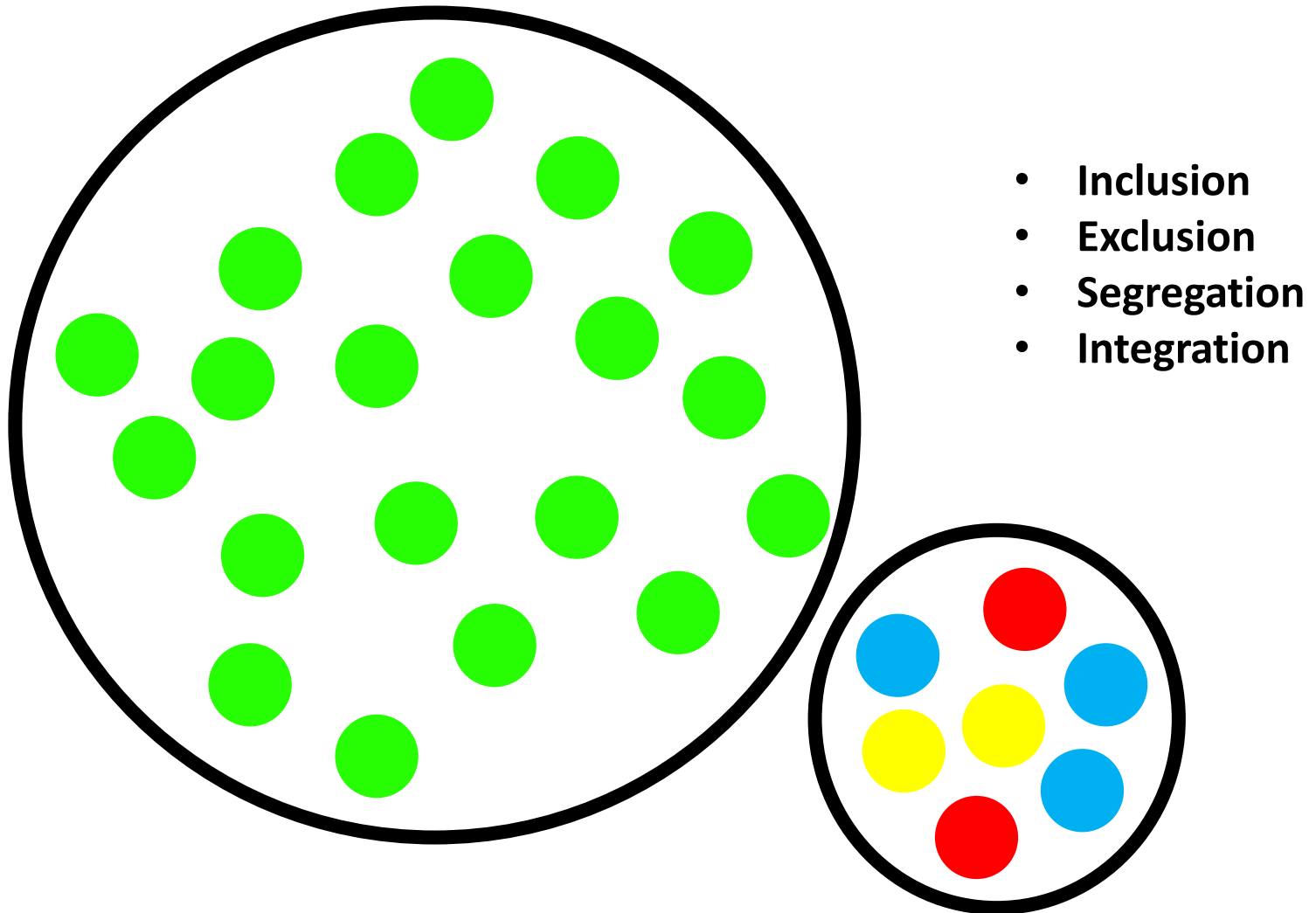
How far have we come?



- Inclusion
- Exclusion
- Segregation
- Integration

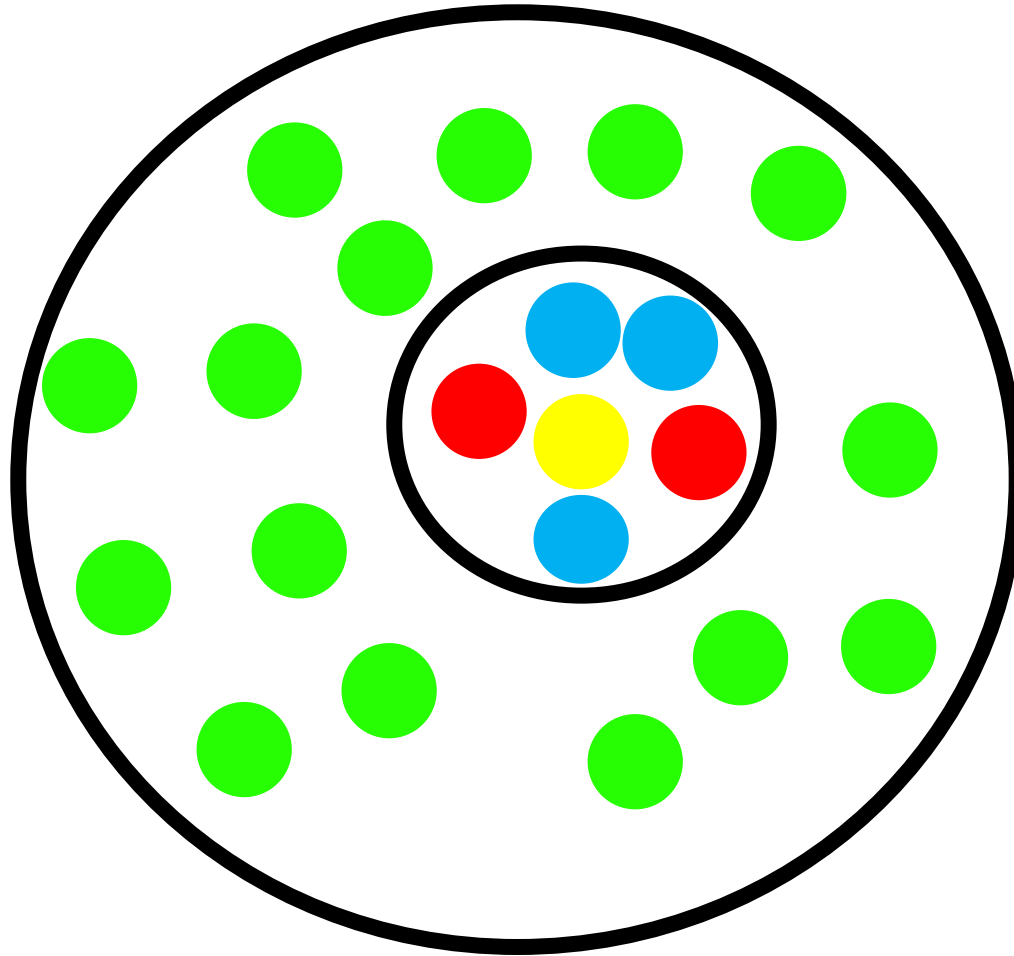
Inclusion Journey.....

How far have we come?



Inclusion Journey.....

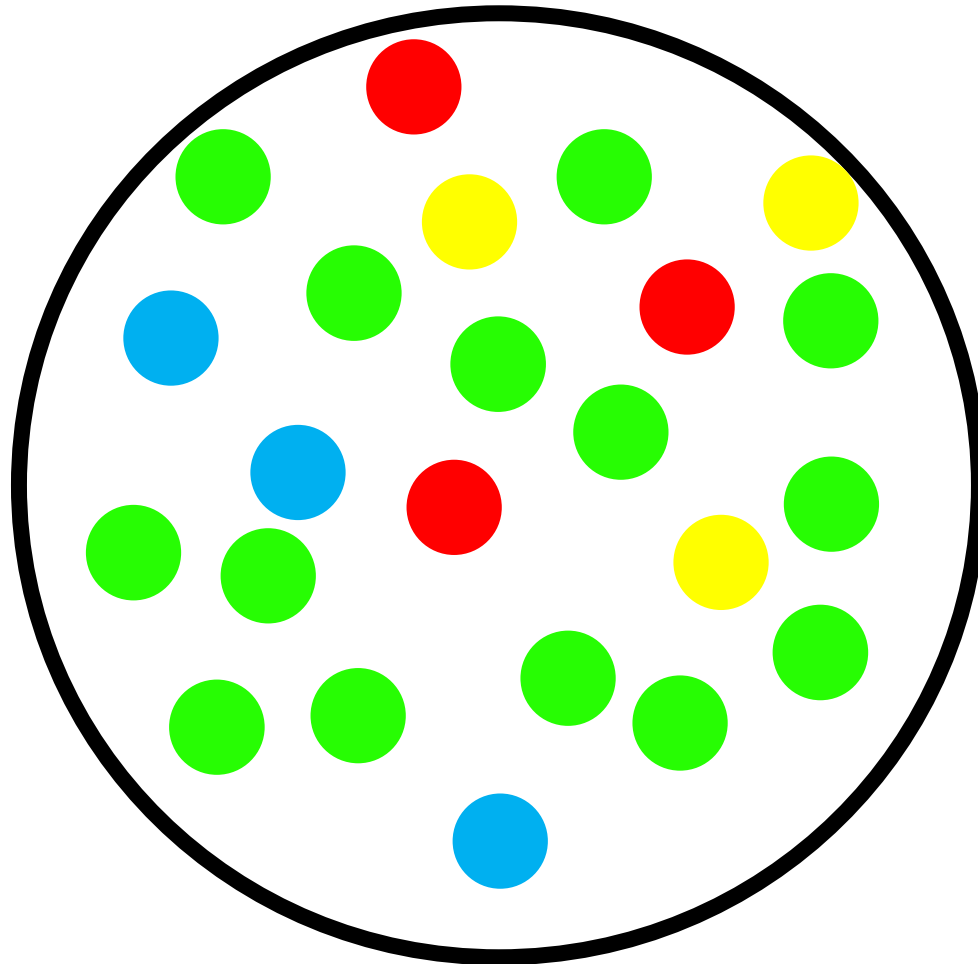
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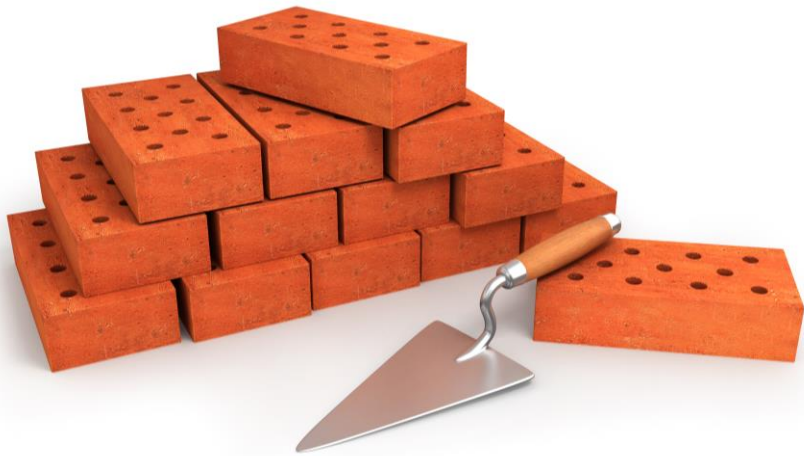
Inclusion Journey.....

How do we get here?



- Inclusion
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- Segregation
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Legal Foundations of Preschool Inclusion





- Free Appropriate Public Education (FAPE)
- Individuals with Disabilities Education Act (IDEA)
- Least Restrictive Environment (LRE)
- Individualized Education Program (IEP)



Federal Policy Statement Inclusion of Children with Disabilities in Early Childhood Programs

www.ed.gov/early-learning
www.acf.hhs.gov/programs/ecd



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
U.S. DEPARTMENT OF EDUCATION

**POLICY STATEMENT ON
INCLUSION OF CHILDREN WITH DISABILITIES IN
EARLY CHILDHOOD PROGRAMS**
September 14, 2015

PURPOSE

The purpose of this policy statement is to set a vision and provide recommendations to States, local educational agencies (LEAs), schools, and public and private early childhood programs, from the U.S. Departments of Education (ED) and Health and Human Services (HHS) (the Departments), for increasing the inclusion of infants, toddlers, and preschool children with disabilities in high-quality early childhood programs.¹

It is the Departments' position that all young children with disabilities should have access to inclusive high-quality early childhood programs, where they are provided with individualized and appropriate support in meeting high expectations. This joint ED and HHS policy statement aims to advance this position by:

- Setting an expectation for high-quality inclusion in early childhood programs;
- Increasing public understanding of the science that supports meaningful inclusion of children with disabilities, from the earliest ages, in early childhood programs;
- Highlighting the legal foundations supporting inclusion in high-quality early childhood programs;
- Providing recommendations to States, LEAs, schools, and early childhood programs for increasing inclusive early learning opportunities for all children; and
- Identifying free resources for States, programs, early childhood personnel², and families to support high-quality individualized programming and inclusion of children with disabilities in early childhood programs.

Though this policy statement focuses on including young children with disabilities in early childhood programs, it is our shared vision that all people be meaningfully included in all facets of society.

¹ Early childhood programs refer to those that provide early care and education to children birth through age five, where the majority of children in the program are typically developing. These include, but are not limited to, private or publicly funded center or family-based child care, home visiting, Early Head Start, Head Start, private preschool, and public school and community-based pre-kindergarten programs, including those in charter schools.

² Early childhood personnel refer to professionals who provide early care and education services to children birth through age five, including public or private preschool teachers, home and center-based child care providers, Head Start and Early Head Start teachers, home visitors, early interventionists, early childhood special educators, and related services personnel.

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/s/ Arne Duncan, Secretary
U.S. Department of Education

/s/ Sylvia Mathews Burwell, Secretary
U.S. Department of Health and Human Services

Why should we
provide inclusive
services?

What are the
benefits?



Benefits of Inclusive Services

- So that children will learn the skills they need in the places they will use them
- So that children have increased practice opportunities
- So that a child does not miss out on any classroom activities
- So that teachers can see what therapists do to help children and expand their skills
- So that teachers and therapists focus on skills that will be immediately useful for the child
- **Because it is the right thing to do!**

Let's Not Forget Friendship



High Quality Preschool Inclusion is...



- when a student with a disability is a valued member of the classroom and school community
- where preschoolers with disabilities are meaningfully engaging and participating with their peers
- not a just a space or geography it is attitudes, beliefs and culture

High Quality Preschool Inclusion is not....



- saying every child will always be fully included at all times.
- when students are expected to be ready for regular education
- only students with mild delays are included and students with the most significant delays are in segregated special education classrooms.
- placing a child in regular education without the appropriate supports.



ACCESS



PARTICIPATION



SUPPORTS

Inclusion in EC Programs Refers to:

- including children with disabilities in general early childhood programs together with their peers without disabilities;
 - (ACCESS)
- holding high expectations and intentionally promoting participation in all learning and social activities, facilitated by individualized accommodations; and
 - (PARTICIPATION)
- using evidence-based services and supports to foster their development, friendships with peers, and sense of belonging.
 - (SUPPORTS)

How can I support inclusive services for my child?

Assessment

IEP

Placement

Services

Partnership



You are the most important person
in your child's life.

Partner with your school district
and be an advocate for your child.



Early Childhood Special Education



Meaningful Inclusion in Early Childhood



Copy link

[Meaningful Inclusion Early Childhood Transcript](#) 

<https://youtu.be/a2wJqDw9B68>



QUESTIONS AND ANSWERS



Thank You!

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