



Federal Policy Statements

***Expulsion and Suspension in Early
Childhood Settings***

***Inclusion of Children with Disabilities in Early
Childhood Programs***

Federal Policy Statements

- Issued joint policy statements on matters of pressing concern to all early childhood programs regardless of setting or funding stream
- Creates a common language and vision for States and local programs to work from across settings and funding streams



Federal Policy Statements

Expulsion and Suspension in Early Childhood Settings

<http://www.acf.hhs.gov/programs/ecd/child-health-development/reducing-suspension-and-expulsion-practices>

Why Focus on Expulsion and Suspension?

- The importance and sensitive nature of the early years and expansion of early education
- Children who are expelled or suspended are as much as **10 times more likely** to drop out of high school, experience academic failure and grade retention, hold negative school attitudes, and face incarceration than those who are not.
- Early expulsion or suspension predicts later expulsion or suspension.
- By some estimates, early expulsion rates are 3 or 4 higher than K12.
- Data consistently find large racial disparities, with young boys of color being suspended and expelled at disproportionately high rates.

Context for Federal Policy Statement

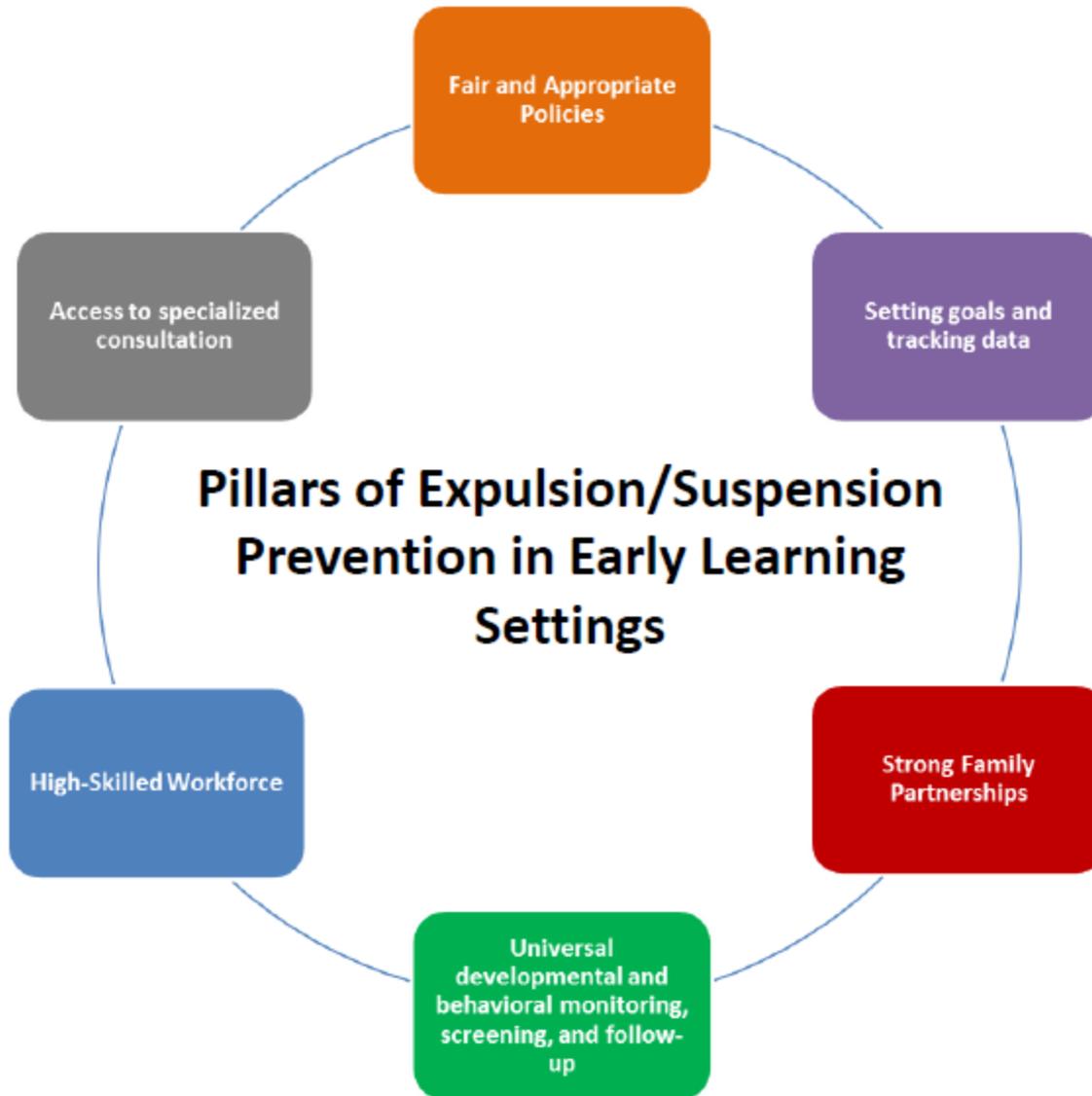
- Dr. Gilliam's landmark studies identifying high rates of expulsion in early learning settings.
- U.S. Department of ED's Office of Civil Rights data on preschool suspension released in Spring of 2014.
- My Brother's Keeper Taskforce: President's Report includes the goal of eliminating expulsion and suspension practices in early learning settings.
- Department of Education and Justice's efforts to improve school climate, including release of *Guiding Principles: A Resource Guide for Improving School Climate and Discipline*.
- Advances in brain and developmental science and the Administration's focus on increasing access to high-quality early learning programs.



Federal Policy Statement



- Raise awareness;
- Provide recommendations to early childhood programs and States;
- Highlight early childhood workforce competencies and evidence-based interventions and approaches;
- Identify free resources to support States, programs, teachers, and providers; and
- Identify free resources to support families in fostering young children's development, social-emotional and behavioral health, and relationships.



Recommendations to Early Childhood Programs

1. Develop preventive guidance and discipline practices

- Social-emotional and behavioral health promotion practices
- Developmentally appropriate discipline and intervention procedures, including specific guidance on what to do when a child demonstrates a challenging behavior
- Practices and procedures should be used as learning opportunities to guide children’s behavioral development
- Developmentally appropriate behavioral expectations
- Clearly communicated to all staff, families, and partners
- Implemented without bias or discrimination



Recommendations to Early Childhood Programs

2. Develop expulsion and suspension policies:

- Establish policies that eliminate or severely limit expulsion, suspension, or other exclusionary discipline;
- Exclusionary measures should be used only as a last resort in extraordinary circumstances where there is a determination of a serious safety threat that cannot otherwise be reduced or eliminated by the provision of reasonable modifications;
- Appropriate transitions if the need arises;
- Additional procedural safeguards for children with disabilities
- Ensure that policies developed and implemented in accordance with applicable State and Federal statutes.

Recommendations to Early Childhood Programs

3. Access TA in workforce development to build capacity in:

- Promoting social-emotional and behavioral health;
- Developmental and behavioral screenings and follow-up;
- Collaborating with community-based service providers;
- Family relationships;
- Understanding culture and diversity;
- Employing self-reflective strategies to correct all biases;

• Access to Specialized Supports

- Mental health consultation;
- Early Childhood PBIS

• Address Teacher and Staff Wellness

- Stress, mental health, health,
- Working conditions



Recommendations to Early Childhood Programs

4. Set Goals and Analyze Data to Assess Progress:

–Example goals:

- Provide professional development on social-emotional and behavioral health to all staff in one year; ensure that 50% of teachers have access to specialists or consultants in two years; ensure that all lead teachers have access to specialists or consultants in three years.
- Reduce the number of total suspensions and expulsions program-wide by 50% in one year; eliminate all expulsions and suspensions, with exceptions only in extraordinary cases, in two years.

Recommendations to States

1. Develop and Communicate Expulsion and Suspension Policies

–Establish statewide policies, applicable across settings, including publicly and privately funded early childhood programs, to promote children’s social-emotional and behavioral health and eliminate or severely limit the use of expulsion, suspension, and other exclusionary discipline practices.

–Appropriate transitions

–Clearly communicated to all relevant parties

–Under the CCDBG, States are required to disseminate consumer education information to parents, the general public, and child care providers, which may include policies on expulsions of children receiving support under CCDF.



Recommendations to States

2. Set Goals and Analyze Data to Assess Progress

- Develop roadmaps to eliminating expulsion and suspension, informed by goals and data-driven progress monitoring.
- Build capacity to collect and analyze statewide data.
- Coordinate data systems across relevant systems.



Recommendations to States

3. Invest in Workforce Preparation and Development

–CCDBG Act quality funds can be used to support on professional development that promotes social-emotional development and reduces challenging behavior and expulsions of young children served through CCDF.

–Mechanisms to strengthen workforce include:

- Statewide Early Childhood Mental Health Consultation
- State Endorsements of Infant, Early childhood and Family Mental Health Specialists
- State Entry Level Credentials
- Higher Education
- Statewide Models of PBIS
- Establishing career pathways



Resources

<http://www.acf.hhs.gov/programs/ecd/child-health-development/reducing-suspension-and-expulsion-practices>

ACF	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
Administration for Children and Families	1. Log No: CCDF-ACF-IM-2015-01	2. Issuance Date: September 8, 2015
	3. Originating Office: Office of Child Care (OCC)	
	4. Key Words: Child Care and Development Fund (CCDF), Social-Emotional and Behavioral Health	

INFORMATION MEMORANDUM

- To:** State, Territorial, and Tribal Lead Agencies administering child care programs under the Child Care and Development Block Grant (CCDBG) Act, as amended, and other interested parties.
- Subject:** State policies to promote social-emotional and behavioral health of young children in child care settings in partnership with families.
- References:** The Child Care and Development Block Grant Act of 1990, as amended, 42 U.S.C. § 9858 *et seq.*, as further amended by the Child Care and Development Block Grant Act of 2014, Pub. L. No. 113-186; U.S. Departments of Health and Human Services and Education Policy Statement on Expulsion and Suspension in Early Childhood Settings (2014)¹
- Purpose:** This Information Memorandum provides guidance to encourage Lead Agencies to adopt policies that promote the social-emotional and behavioral health of young children in partnership with families. States should consider these recommendations as they prepare their Child Care and Development Fund (CCDF) State plans. Appendix 1 offers several free publicly available resources states can use in their efforts.
- Background:** CCDF provides block grants to states, territories, and tribes to support low-income working families through child care assistance for children age birth



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



POLICY STATEMENT ON EXPULSION AND SUSPENSION POLICIES IN EARLY CHILDHOOD SETTINGS

PURPOSE

The purpose of this policy statement is to support families, early childhood programs, and States by providing recommendations from the U.S. Departments of Health and Human Services (HHS) and Education (ED) for preventing and severely limiting expulsion and suspension practices in early childhood settings.¹ Recent data indicate that expulsions and suspensions occur at high rates in preschool settings.^{2,3,4} This is particularly troubling given that research suggests that school expulsion and suspension practices are associated with negative educational and life outcomes.^{5, 6, 7} In addition, stark racial and gender disparities exist in these practices, with young boys of color being suspended and expelled much more frequently than other children.^{2,3,4} These disturbing trends warrant immediate attention from the early childhood and education fields to prevent, severely limit, and work toward eventually eliminating the expulsion and suspension – and ensure the safety and well-being – of young children in early learning settings.¹

This joint HHS and ED policy statement aims to:

- Raise awareness about expulsion, suspension, and other exclusionary discipline practices in early childhood settings, including issues of racial/ethnic and sex disparities and negative outcomes for children associated with expulsion and suspension in the early years;
- Provide recommendations to early childhood programs and States on establishing preventive, disciplinary, suspension, and expulsion policies and administering those policies free of bias and discrimination;
- Provide recommendations on setting goals and using data to monitor progress in preventing, severely limiting, and ultimately eliminating expulsion and suspension practices in early childhood settings;
- Highlight early childhood workforce competencies and evidence-based interventions and approaches that prevent expulsion, suspension, and other exclusionary discipline practices, including early childhood mental health consultation and positive behavior intervention and support strategies;
- Identify free resources to support States, programs, teachers, and providers in addressing children's social-emotional and behavioral health, strengthening family-program relationships,

¹ Early childhood programs or early childhood settings include any program that provides early care and education to young children birth through age five, including, but not limited to private child care, Head Start, and public, private, and faith-based Pre-K/pre-school programs.

² Gilliam, W. S. (2000). *Preschoolers' left behind: Expulsion rates in state public/private systems*. New York, NY: Foundation for Child Development.

³ U.S. Department of Education Office for Civil Rights (2014). *Data Snapshot: Early Childhood Education*.

⁴ Gilliam, W. S., & Shaker, G. (2009). *Preschool and child care expulsion and suspension: Rates and predictors in one state*. *Infants & Young Children*, 19, 228-245.

⁵ Linnom, J. H., Devora, C. D., Allison, M., Asocosa, R., Burnett, S. E., Oandier, R., ... & Young, T. (2013). *Out-of-school suspension and expulsion*. *Pediatrics*, 131(2), e1000-41007.

⁶ Peters, H., Mayra, K. E., Buckley, J. A., Balogun, N. S., & Kellam, S. (2011). *Who is most at risk for school removal? A multilevel discrete-time survival analysis of individual- and context-level influences*. *Journal of Educational Psychology*, 103, 223.

⁷ American Psychological Association. *Zero Tolerance Task Force Report* (2008). An evidentiary review and recommendations.

⁸ It should be noted that a long-standing and continuing practice in Head Start is to not expel or suspend any child.

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

SUPPORTING EARLY CHILDHOOD MENTAL HEALTH CONSULTATION¹

The social-emotional and behavioral health of young children is a critical aspect of development, and is robustly associated with school readiness and achievement, social relationships with peers and others, and even long-term health outcomes later in life. Difficulties in social-emotional development may result from the earliest attachment relationships, family or community violence, children's mental health issues or mental health and substance abuse issues of primary caregivers, disabilities, and traumatic experiences and the resultant of toxic stress, among other factors. Infants, toddlers and preschoolers with social-emotional and behavioral difficulties are also at an increased risk for suspension and expulsion, which may put them on a negative educational and developmental trajectory.

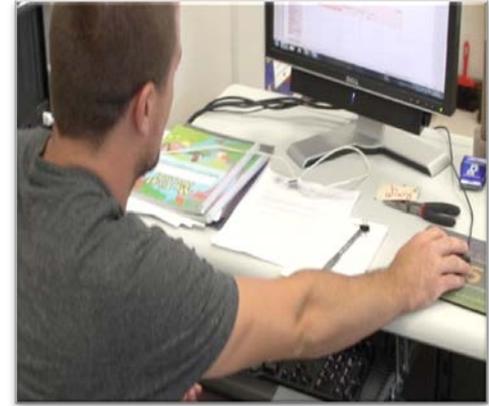
Infant-Early Childhood Mental Health Consultation (I-ECMHC) is a multi-level preventive intervention that teams mental health professionals with people who work with young children and their families to improve their social-emotional and behavioral health and development. I-ECMHC builds the capacity of teachers, providers and families, and includes skilled observations, the strengthening of teacher-family relationships, the identification of children with or at-risk for behavioral, developmental or mental health difficulties, and linkages to additional support services, as needed. I-ECMHC has demonstrated impacts for improving children's social skills, reducing challenging behaviors, preventing preschool suspensions and expulsions, improving child-adult relationships, and reducing teacher stress, burnout, and turnover.

While there is no single dedicated funding source available for early childhood mental health consultation, there are a number of federal funding streams that can be paired with State and local funds to support this important service for young children and their families.

Child Care and Development Fund (CCDF): The Child Care and Development Fund (CCDF), a federal program administered by the Administration for Children and Families (ACF), provides State-administered child care financial assistance to low-income families. The program's statute was reauthorized in 2014 (see <http://www.acf.hhs.gov/programs/ccc/ccdf/authorization>). The law increases the amount that States must spend on activities to improve the quality of child care programs from 4 to 9% phased-in over 5 years starting in FY 2016. These activities may include professional development enhancements that target behavioral management strategies and training that promote positive social and emotional development, reduce challenging behaviors and reduce expulsion practices. The law also includes a minimum 3% set aside of funds to be used to improve the quality of care for infants and toddlers beginning in FY 2017. States can use CCDF funds set aside for quality improvements and for infants and toddlers, to support I-ECMHC.

Community Mental Health Services Block Grant (MHBG): The Community Mental Health Services Block Grant is the largest Federal program to assist States in developing comprehensive, community-based mental health systems of care for adults with serious mental illnesses (SMI) and children with serious emotional disturbances (SED). States have latitude in determining how to spend their funds to support services for adults and children; however the funds must be spent on SMI and SED. Serious emotional disturbances refer to diagnosable disorders in children and adolescents that severely disrupt their daily functioning in the home, school, or community. Pursuant to section 1912(c) of the Public Health Service Act 'children with a serious emotional disturbance' are persons: (1) from birth up to age

¹ This compilation of federal funding sources was put together for a more comprehensive, forthcoming publication that includes examples from discussions with ECHMHC experts, advocates, technical assistance providers and state administrators that is being prepared by federal staff from the Office of the Assistant Secretary for Planning and Evaluation (ASPE), SAMHSA, and ACF.



Childcare and Pre-K Expulsion Data to Inform Quality Improvement

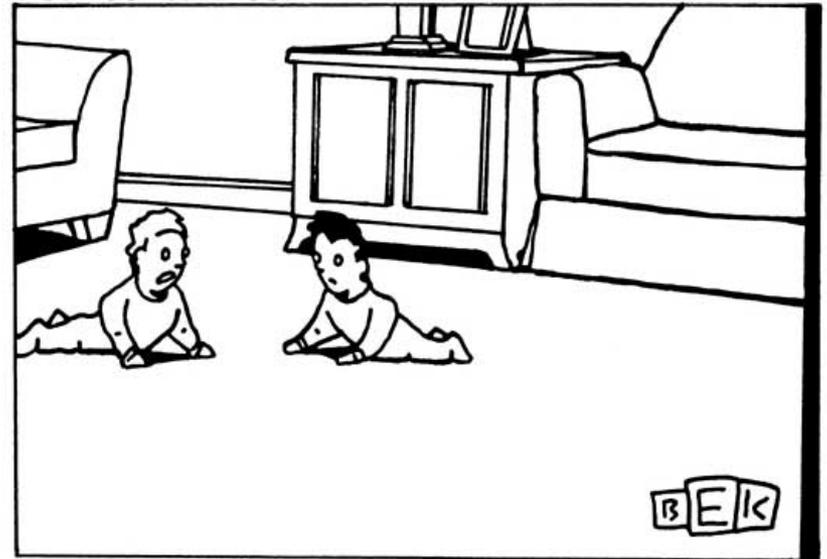


Washington State

Some Background

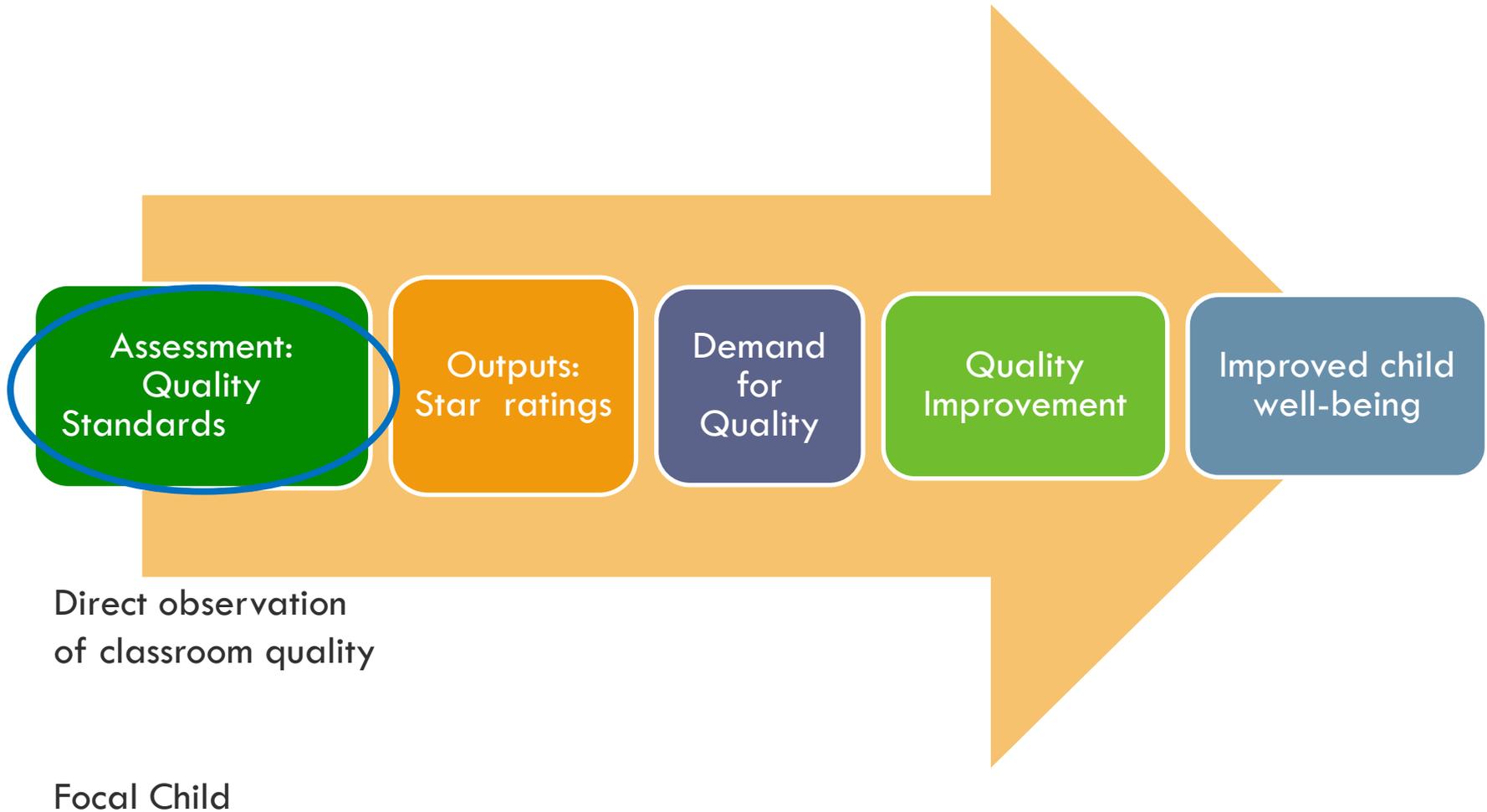
- 2009 survey of parents with children entering Kindergarten in WA State (n=1,678)
- Q: *Was your child ever asked to leave a program due to problem behavior?*
- Reported an expulsion rate of 16.7 per 1,000 (Joseph & Cevalco, 2011)
- Same time we were piloting a QRIS, hearing concerns about behavior

©Cartoonbank.com



"I'm hoping things will turn around. I just signed with a hot new day-care center."

QRIS Logic model



Data collected on expulsion in WA QRIS

- Quality point is awarded if:
 - There is evidence of “no expulsion” policy
 - Evidence of transition plans/policies for changes in settings and providers
 - Evidence of written policy to support referrals and transitions
 - Evidence for broad practices for supporting referral and transitions
 - Evidence that children who were removed from the program were supported

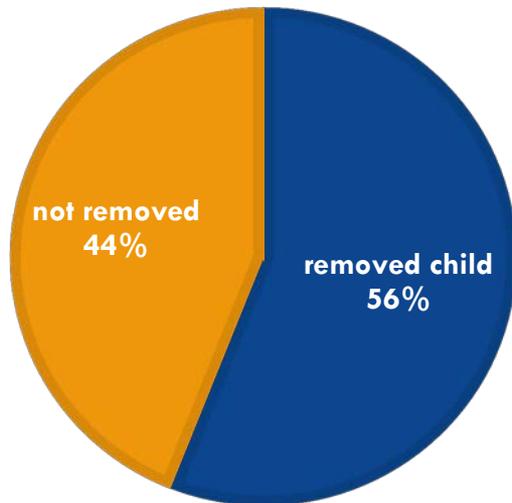
QRIS Data from 2013-2014

Director Interview: Have you removed a child from care for behavioral reasons?



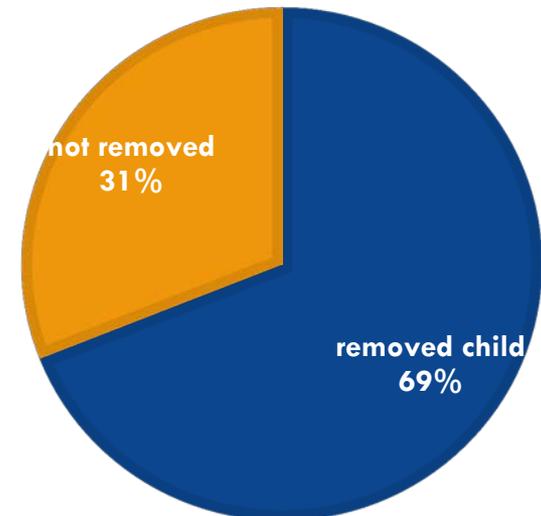
**FAMILY CHILD CARE
(N=180)**

■ removed child ■ not removed



**CENTER CHILD CARE
(N=281)**

■ removed child ■ not removed

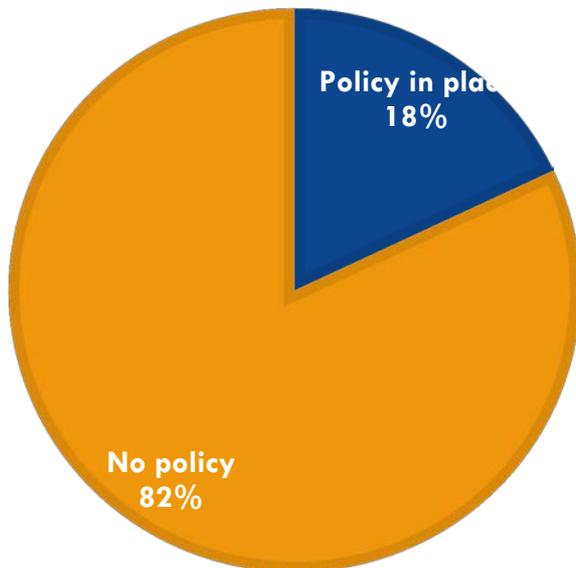


QRIS Data from 2013-2014

- Is there a “no expulsion” policy as well as policies and practices in place for a referral for more support and supported transitions?

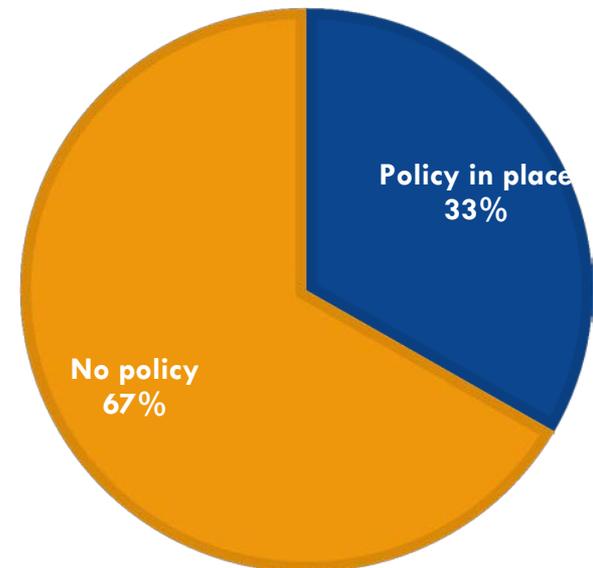
**FAMILY CHILDCARE
(N=180)**

■ Policy in place ■ No policy ■ ■



**CENTER CHILDCARE
(N=281)**

■ Policy in place ■ No policy ■ ■





Encouraging
Positive
Behavioral
Support
through QRIS

Quality Standards



Providers need support

- Professional Development opportunities
 - Coaching and consultation
 - Internships at Haring Center, UW
 - Early Achiever Institutes
 - Higher Education



Early Achiever Institutes

- Sessions on positive behavior support, individualizing, and resiliency & wellness
- Positive Parenting Program (CSEFEL)
- Lots of practical application and materials to support in make and take rooms



Higher Education – Free EdX Course



HOW IT WORKS

FIND COURSES

SCHOOLS & PARTNERS

REGISTER

SIGN IN



Positive Behavior Support for Young Children

Learn the evidence-based models to promote social-emotional development for young children.

About this Course

This course is being offered in an experimental format. Students are welcome to audit the course, and participate in all course activities. Certificates will not be issued.

Many early childhood educators report feeling ill equipped to meet the needs of children with challenging behavior and frustrated in their attempts to develop safe and nurturing early learning environment. If you work with young children, you are not alone in your feelings! Increasing evidence suggests that an effective approach to addressing problem behavior is the adoption of a model that focuses on promoting social-emotional development, providing support for children's appropriate behavior, and preventing challenging behavior. In this class, you will learn a framework for addressing the social and emotional

Watch the Course Intro Video

Positive
Behavioral
Support
for Young
Children



Gail Joseph

School: [UWashingtonX](#)

Course Code: [ECFS312x](#)

Classes Start: [March 2015](#)

Course Length: [9 weeks](#)

Estimated effort: [3-4 hours per week.](#)

Prerequisites:

None.

[Enroll in ECFS312x](#)

I would like to receive email from University of Washington and learn about its other programs.



Regional Supports: Infant/Toddler Consultation

Washington State Department of Early Learning
Infant-Toddler Regional Map



3/7/2011

Social/Emotional Supports embedded in Infant/Toddler Consultation

Regionally based interdisciplinary supports include:

- Early Learning coaching including Toddler CLASS supports
- Quarterly Infant Mental Health Consultation from endorsed providers
- Health consultation to include supports for developmental screening
- Filming Interactions to Nurture Development (FIND)



Filming Interactions to Nurture Development (FIND)

- FIND is a video coaching program that is based in social learning theory, neuroscience, and attachment theory
- FIND uses video to reinforce and strengthen naturally occurring supportive interactions between young children and the adults in their lives
- Based on 5 elements of “Serve & Return” interactions



Early Childhood Education and Assistance Program (ECEAP)

- No Expulsion standard since 2006
- Many ECEAP contractors had policies in place before this
- E-9 No Expulsion
 - Contractors may not expel ECEAP children for behavioral reasons. Contractors must write and implement a policy to address the needs of children with challenging behaviors and prohibit expulsion. The policy includes strategies appropriate to the community served and timeframes for implementation. These four topics must be addressed:
 - Supporting classroom teachers.
 - Planning to meet individual needs of child.
 - Engaging community resources.
 - Choosing an alternative schedule or setting.
 - Transitions to an alternative setting, planned jointly by staff and parents, are not considered expulsion. Short-term suspension must not be used as punishment, though receiving temporary services at home may be part of a child's behavioral support plan.
 - If contractors have implemented their usual strategies and the classroom is still unsafe or excessively disrupted, they are encouraged to contact the State ECEAP Office for technical assistance.

K-12 Social Emotional Policies

- Dollars appropriated in the 2015-17 biennium for the Office of Superintendent of Public Instruction to convene a work group
 - Recommend comprehensive benchmarks for developmentally appropriate interpersonal and decision-making knowledge and skills of social and emotional learning for grades K-12
 - Must build upon what is being done in early learning



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

www.ed.gov/early-learning/inclusion

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

- 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 appropriate support in meeting high expectations

Importance of Early Childhood Inclusion

- Being meaningfully included is the first step to equal opportunity, and is every person's right
- Research indicates that meaningful inclusion is beneficial to children with and without disabilities
- Meaningful inclusion in high-quality early childhood programs can support children with disabilities in reaching their full potential resulting in broad societal benefits
- Inclusion in early childhood programs can set a trajectory for inclusion across the course of an individual's life

The Need to Focus on Inclusion in Early Childhood

- Children with disabilities continue to face significant barriers to accessing inclusive early childhood programs
- Too many preschool children with disabilities receive special education services in settings separate from their peers without disabilities
- While States have worked to expand access to high-quality early learning programs, there has not been a proportionate expansion of inclusive early learning opportunities for young children with disabilities

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

- A “high-quality” early childhood program is one that is inclusive of children with disabilities and their families and ensures that policies, funding, and practices enable their full participation and success

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

•*The Policy Statement:*

- Sets an expectation for high-quality inclusion in early childhood programs;
- Highlights the legal and research base for inclusion;
- Provides recommendations to [States](#) and [local programs and providers](#) for increasing inclusive early learning opportunities for all children; and
- Links to free resources for [States](#), [local programs and providers](#), and [families](#) that have been developed to support inclusion of children with disabilities in high-quality early education programs

Inclusion of Children with Disabilities in Early Childhood Programs

- Including children with disabilities in general 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, friendships with peers, and sense of belonging.

This applies to *all* young children with disabilities, from those with the mildest disabilities, to those with the most significant disabilities.

Recommendations for State Action

1. Create a State-Level Interagency Task Force and Plan for Inclusion
2. Ensure State Policies are Consistent with High-Quality Inclusion
3. Track Data on Goals on Inclusion
4. Review and Modify Resource Allocations
5. Ensure Quality Rating Frameworks are Inclusive

Recommendations for State Action

6. Strengthen Accountability and Build Incentive Structures
7. Build a Coordinated Early Childhood Professional Development System
8. Implement Statewide Supports for Children's Social Emotional and Behavioral Health
9. Raise Public Awareness

Recommendations for Local Action

1. Partner with Families
2. Adhere to Legal Provision of Supports and Services in Inclusive Settings
3. Assess and Improve the Quality of Inclusion
4. Review and Modify Resource Allocations

Recommendations for Local Action

5. Enhance Professional Development
6. Establish an Appropriate Staffing Structure and Strengthen Staff Collaboration
7. Ensure Access to Specialized Supports
8. Develop Formal Collaborations with Community Partners

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

- Families, early childhood programs, schools, communities, and government at all levels must develop a robust partnership to build a culture of inclusion to ensure that all children have an equal opportunity to thrive



Tools and Resources

- Policy Statement

www.ed.gov/early-learning/inclusion

- Resources for States

www.ed.gov/early-learning/inclusion

ELC TA – PDG TA

Inclusion Resources



Inclusion Stats

- RTT-ELC expected grantees to identify targets for IDEA 619 and Part C programs to include children with disabilities in inclusive settings
- Grantees are encouraged to include IDEA 619 and Part C programs in state level system planning
- Analysis of APR data reflects little if any targets for inclusion
- Analysis of APR data reflects a handful of grantees reporting any inclusion data
- PDG requires grantees to support inclusive preschool in community programs by enrolling not less than either the current percentage of 4 year old children served statewide through IDEA 619, or the current national average, whichever is greater
- Grantees were encouraged to include IDEA 619 staff in state level system planning
- Discussion with PDG grantee coordinators reflects some involvement in system level planning though small
- Braiding of funding to support inclusion beginning to occur on a small scale

Inclusion



Including Children with Disabilities



About this Topic

This topical page on Inclusion is designed to help State early learning leaders, TA providers, and Federal staff address, at the systems level, the challenges related to assuring that programs offering services to children with Individualized Family Service Plans (IFSP) and Individualized Education Programs (IEPs) are of high-quality and that the services they offer are provided in natural settings where these children would be if they did not have disabilities.



This Inclusion webpage includes examples of how States are ensuring that programs and services that serve young children with disabilities are high-quality by including them in their States' QRIS system. It also includes examples of how States are building Professional Development initiatives to prepare all providers to serve all the children in their programs including children with disabilities.



Quick Links

[Home](#)

[About RTT-ELC](#)

[About ELC TA](#)

[Grantee Profiles](#)

[Collaboration Partners](#)

[Early Learning Publications \(PDC\)](#)

[State TA Resources](#)



What's New!

Including Section 619 and Part C in States' TQRIS Systems 14 October 2015

In [this webinar](#), New Mexico shared the purposeful planning and strategies that the State has used to ensure that IDEA Section 619 and Part C programs are included in its TQRIS. Due to the complexity and related challenges of this work, this is a topic that has been of great interest to the Community of Practice of Part C and IDEA Section 619 Coordinators in States with Race to the Top – Early Learning Challenge (RTT-ELC) grants..

Departments of Education and Health & Human Services Release Guidance on Including Children with Disabilities in High-Quality Early Childhood Programs 14 September 2015

The [guidance](#) sets a vision for action that recommends states, districts, schools and public and private early childhood programs prioritize and implement policies that support inclusion, improve their infrastructure and offer professional development to strengthen and increase the number of inclusive high-quality early childhood programs nationwide. The Departments crafted the guidance with the input of early learning professionals, families and early learning stakeholders. The [policy statement](#) also includes free resources for states, local districts, early childhood personnel and families.

TOPICS:

Explore the expandable sections below to access RESOURCES.

- [Context](#) ☾ click here for resource list
- [Highlights RTT-ELC States \(Admin. Strategies\)](#) ☾ click here for resource list
- [Professional Development](#) ☾ click here for resource list
- [Quality IDEA Services through QRIS](#) ☾ click here for resource list
- [Evidence Based Practices](#) ☾ click here for resource list
- [Additional Information](#) ☾ click here for resource list

- [Events](#)
- [National Conferences](#)
- [Newsletters](#)
- [Webinars](#)
- [Annual Performance Reports](#)

- #### Topics
- [Communications](#)
 - [Comprehensive Assessment](#)
 - [Sustainability](#)
 - [TQRIS](#)
 - [Including Children with Disabilities](#)

- #### Communities
- [RTT-ELC Grantees](#)
 - [ELC TA Collaboration](#)

Explore the expandable sections below to access RESOURCES.

Context

 collapse resource list

[Challenges and Strategies from Preschool Inclusion Survey](#)

[Fact Sheet of Research on Preschool Inclusion](#)

[Research Synthesis Points on Early Childhood Inclusion](#)

[Federal Joint Policy Statement on Early Childhood Inclusion](#)

[Joint Position Statement of DEC and NAEYC](#)

Highlights RTT-ELC States (Admin. Strategies)

 collapse resource list

[State Strategies to Promote Inclusive Practices](#)

[Delaware Strategies](#)

[Illinois Strategies](#)

[Pennsylvania Strategies](#)

Professional Development

 collapse resource list

[Using Coaching to Increase Practitioners Skills & Knowledge - Conference](#)

[Using Coaching to Increase Practitioners' Skills & Knowledge - Meeting Summary](#)

[Supporting Inclusive Practices: Professional Development Resources](#)

[State PD Strategies to Support Inclusive Practices - Webinar Summary](#)

Supporting Inclusive Practices: Professional Development Resources **Part 1: Description of Resources in the Compilation**

The materials in this compilation focus on resources that can be used to prepare personnel to serve young children with disabilities in settings with their typically developing peers, which is a requirement of the Individuals with Disabilities Education Act (IDEA).¹ These resources from federally funded programs, national organizations and States are intended to be used by personnel in State agencies, training and technical assistance systems, institutions of higher education, as well as by local program administrators and staff.

NATIONAL CENTERS WITH RESOURCES TO SUPPORT PROFESSIONAL DEVELOPMENT PLANNING IN SUPPORT OF INCLUSION

[Center on the Social and Emotional Foundations for Early Learning \(CSEFEL\)](#) focuses on promoting social emotional development and school readiness. The website contains [training modules](#), [training kits](#), [videos](#), [practical strategies](#), and [research syntheses](#).

[CONNECT: The Center to Mobilize Early Childhood Learning Knowledge](#) developed [modules](#) that are practice-focused instructional resources for faculty and other professional development providers. They are designed to build practitioners' abilities to make evidence-based decisions.

[The Early Childhood Personnel Center \(ECPC\)](#) facilitates the implementation of integrated and comprehensive systems of personnel development (CSPD) in early childhood, for all personnel serving infants and young disabilities. Resources include [a map of States' standards](#) and [quality indicators for a personnel/workforce system](#).

[Early Childhood TA Center](#) (ECTA) provides a variety of national and State resources on [inclusion](#), Least Restrictive Environments (LRE), and [Natural Environments](#). The center developed a compilation of [Quality Indicators of Inclusive Programs/Practices: A Compilation of Selected Resources](#).



ECTA Center

Supporting Inclusive Practices: Professional Development Resources

Part 2: Matrix of Resources from Projects and National Associations

SOURCE	Resources Supporting Development of Professional Development Systems				Resources Supporting Provision of Professional Development			
	Models, Frameworks, and Planning Tools	Position Papers and Statements	Research Briefs, Bibliographies and Policy Briefs	Definitions and Glossaries	Toolkits	Activities, Modules, Higher Ed. courses, PowerPoints, and Case Studies	Videos	Practices/ Interventions <u>Self Assessments/ Checklists</u>
Social and Emotional Foundations for Early Learning (SEFEL)	Pyramid Model Decision Making Guidelines		Research Syntheses.		Training Kits	Training modules	Videos	Practical strategies
Center to Mobilize Early Childhood Learning Knowledge (CONNECT)	Approach for making evidence-based decisions about practice dilemmas		Research Summaries on Evidenced Based Instruction			Higher Education Courses and in Service Training Modules	Videos	Interventions
Early Childhood TA Center (ECTA)	Environments Decision Tree, Financing Strategies	Position Statements from National Organizations	Research Summaries					



Using Coaching to Increase Practitioners Skills and Knowledge for Implementing Evidenced Based Practices - Conference

The States of Maryland and Washington have [implemented strategies](#) as they work to increase the inclusion of children with disabilities in early childhood settings. They use varied methods such as reflective coaching models, universal design for learning (UDL), and collaboration. These States' efforts are being supported by Race to the Top – Early Learning Challenge (RTT-ELC) grants that focus, in part, on the ability of early care and education practitioners to provide inclusive services and supports.



Using Coaching to Increase Practitioners' Skills and Knowledge for Implementing Evidence-Based Inclusive Practices - Meeting Summary

[Meeting Summary](#): The States of Maryland and Washington have implemented various strategies as they work to increase the inclusion of children with disabilities in early childhood settings. In their presentation at the 2015 Inclusion Institute, they described how they are using coaching to support inclusion practices.



Supporting Inclusive Practices: Professional Development Resources

This compilation of materials from ECTA Center and ELC TA organizes resources that can be used to prepare personnel to serve young children with disabilities in settings with their typically developing peers.

- Part 1: [Description of Resources in the Compilation](#)
- Part 2: [Matrix of Resources from Projects and National Associations](#)
- Part 3: [Matrix of Resources Developed by Individual States](#)



State Professional Development Strategies to Support Inclusive Practices - Webinar Summary

This [webinar summary](#) provides information about how Vermont designed and is implementing professional development strategies for improving practices related to including children with disabilities in early learning settings. This summary includes information about State resources designed to improve early childhood educators' capacity to implement inclusive practices.

Inclusion in Least Restrictive Environments

Inclusion in Least Restrictive Environments

Inclusion: Overview

Federal Laws and Guidance

- IDEA - Law, Regulations, Data Tables
 - Federal Policy Letters and Guidance
 - Reporting Requirements
- Section 504, ADA, Head Start Act

Tools for Understanding LRE

State Resources

Position Statements on Inclusion from National Organizations

Research and Studies on Inclusion

Financing Strategies and Collaborative Funding

Personnel Development for Inclusion

ECTA Topic Team on Inclusion

Kathy Whaley | Katy McCullough | Mary Peters |
Megan Vinh | Debbie Cate | Barbara Smith |
Judy Swett

Most recent additions to this topic:

National Early Childhood Inclusion Institutes:

- **Save the Date!** National Early Childhood Inclusion Institute - May 10-12, 2016
- [2015 National Early Childhood Inclusion Institute](#): May 12-14, 2015, Chapel Hill, NC
- To search presentations from 2012 and later, see [FPG's search past institutes page](#).

[Letter from the Utah Superintendent of Education encouraging school districts to expand preschool inclusion \(September 18, 2015\)](#)

[Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs \(September 14, 2015\)](#) - The U.S. Departments of Education and Health and Human Services released guidance setting a vision for action that recommends states, districts, schools and public and private early childhood programs prioritize and implement policies that support inclusion, improve their infrastructure and offer professional development to strengthen and increase the number of inclusive high-quality early childhood programs nationwide. The Departments crafted the guidance with the input of early learning professionals, families and early learning stakeholders. The policy statement also includes free resources for states, local districts, early childhood personnel and families.

[2014-2015 Inclusion of Young Children with Disabilities Webinar Series](#): Professional Development Strategies to Support Inclusion (concluded June 2, 2015)

- [Session 1: Opportunities, Initiatives and Key Resources](#)
- [Session 2: State Strategies to Promote Inclusive Practices](#)
- [Session 3: State Professional Development Strategies to Support Inclusion](#)





Home

Home > Overview > Home

PDG TA

Welcome to the
Preschool Development
and Expansion Grant Technical
Assistance Program Website!





[Home](#)

[Collaborate](#)

IDEA 619 Coordinators: [Home](#)

Home

[Collaborate](#) > [Communities](#) > [IDEA 619 Coordinators](#)



Welcome to the IDEA 619 Coordinators Community of Practice (CoP) page. The CoP is a central location to store and share resources and address issues related to topics important to 619 coordinators. Webinars, opportunities for discussions between grantees and TA partners and the use of a central workspace are some examples of the creative use of this CoP. Grantees may pose questions in the discussion board and other grantees may respond with recommendations and suggestions.



JOIN

[Request Membership](#)



Welcome to the Community of Practice (CoP) for Children with High Needs. This CoP is dedicated to professionals who are working on the very broad goal of supporting young children with high needs and their families. Members of this Community will come together to share ideas, strategies, experiences, and resources.

The term, “children with high needs”, is used to refer to a large number of risk factors young children and their families may be experiencing. The PDG grant identifies this population as “eligible children” and are defined as follows:

Children who may be in need of special assistance and support, including children who have disabilities or developmental delays; who are English learners; who reside on ‘Indian lands’ as that term is defined by section 8013(6) of the ESEA; who are migrant, homeless, or in the child welfare system; reside in rural areas, who are from military families; and other children as identified by the state.

This Community will start with a focus on poverty, homelessness, and children with special needs. As this Community evolves, members of the Community will assist with identifying focus areas so that this CoP is meaningful and beneficial to members. In addition to providing a discussion forum for members, this CoP site includes “featured resources”, a calendar of relevant events, a workspace for members to collaborate, and the capacity to set up workgroups on specific projects. Additionally, we can offer webinars if the Community decides a webinar on a particular topic is needed.

 JOIN

[Request Membership](#)

 FEATURED RESOURCES



[Promising Practices for Children Experiencing Homelessness: A Look at the Future 2014](#)

[View All](#)

Inclusion Resource Links

- <https://elc.grads360.org/#Supporting>
- <http://www.ectacenter.org/topics/inclusion/default.asp>
- <https://pdg.grads360.org/#program>

Table Discussions

- Identify one State-level policy around suspension and expulsion and one around inclusion that you have implemented.
- How can you use each policy statement to impact a State-level policy or practice?



Shantel.Meek@ed.gov

Nicole.Rose@del.wa.gov

Christy.Kavulic@ed.gov

Gstuber@ksde.org

James.Lesko@aemcorp.com