



## Early Childhood Personnel Center

*Quality Characteristics of Inclusive Early Childhood Programs*

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**ECPCTA.ORG**



*“So, how come I get ”adapted leisure skill / gross and fine motor skill therapy”  
and you get to just “play”?”*

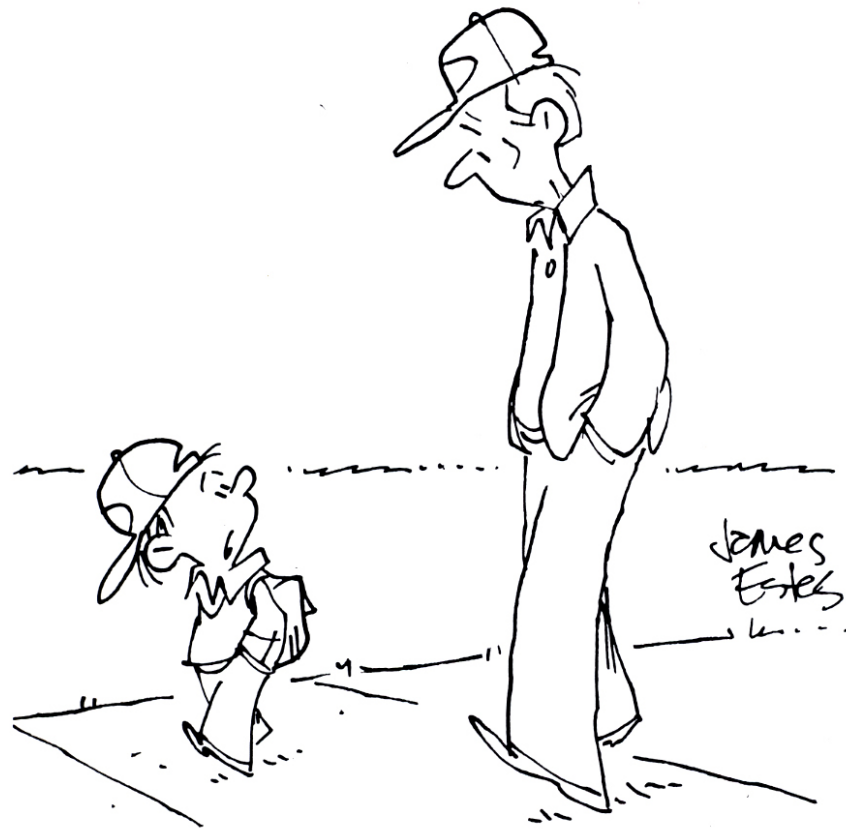
*A paradigm is a set of rules and regulations that:*

- define boundaries
- tell us what to do to be successful within those boundaries

*We see things not as they are*

*But*

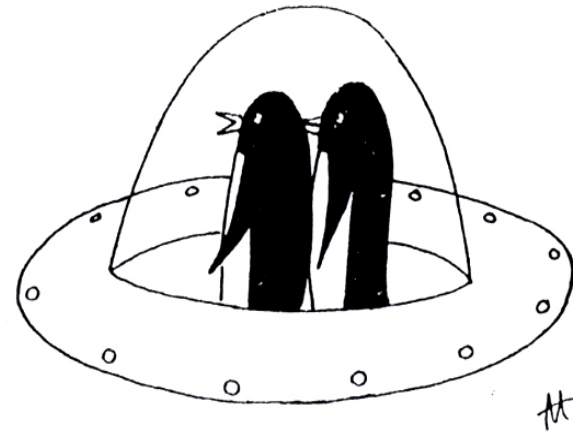
*As we are*



*“Gramps, why do you always wear  
your cap backwards?”*



THE CHRONICLE OF HIGHER EDUCATION



ANDREW ARMSTRONG

*"I see only a little snow at the poles. Obviously, this planet can't support intelligent life."*

AUGUST 1, 1997

**“The way we see the problem  
may be the problem”**

# Activity Setting

Everyday family and community experiences, events, and situations providing children learning opportunities that have development-enhancing (or development-impeding) qualities and consequences.







# Rationale (Bricker, 1978)

- Social Ethical:
  - Attitudes and Societal Values
  - Separate is Not Equal : Human and Civil Rights
  - Efficient and Effective Use of Resources
- Legal and Legislative:
  - Judicial Rulings
  - Legislation (IDEA)
- Psychological and Educational
  - Developmental Plasticity and Fluidity of Learning
  - Peers as Interventionists
  - Benefits of and to Peers

# Rationale, Continued (Turnbull, Turnbull, and Blue-Banning, 1994)

- **Physical Inclusion:** Belonging in the same places as peers who do not have disabilities
- **Social Inclusion:** Belonging in relationships in which positive contributions are mutual and reciprocal
- **Emotional Inclusion:** Belonging in relationships with affective connections

# Rational Continued (Sailor, 2009)

- Access
- Participation
- Benefits and Learning for All

# LRE

Least Restrictive Environment ( 1975): To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

# Natural Environments (1986)

- To the maximum extent appropriate to the needs of the child, early intervention services must be provided in natural environments, including the home and community settings in which children without disabilities participate
- Natural environments are settings that are natural or normal for the child's age peers who have no disability

## **Instructional Inclusion:**

Belonging in learning environments in which all children are learning and achieving behavioral and academic outcomes

(E.G. Schools for All; Universal Design; MTSS)



# **Data Demonstrate Children in Inclusive Settings Make Gains in :**

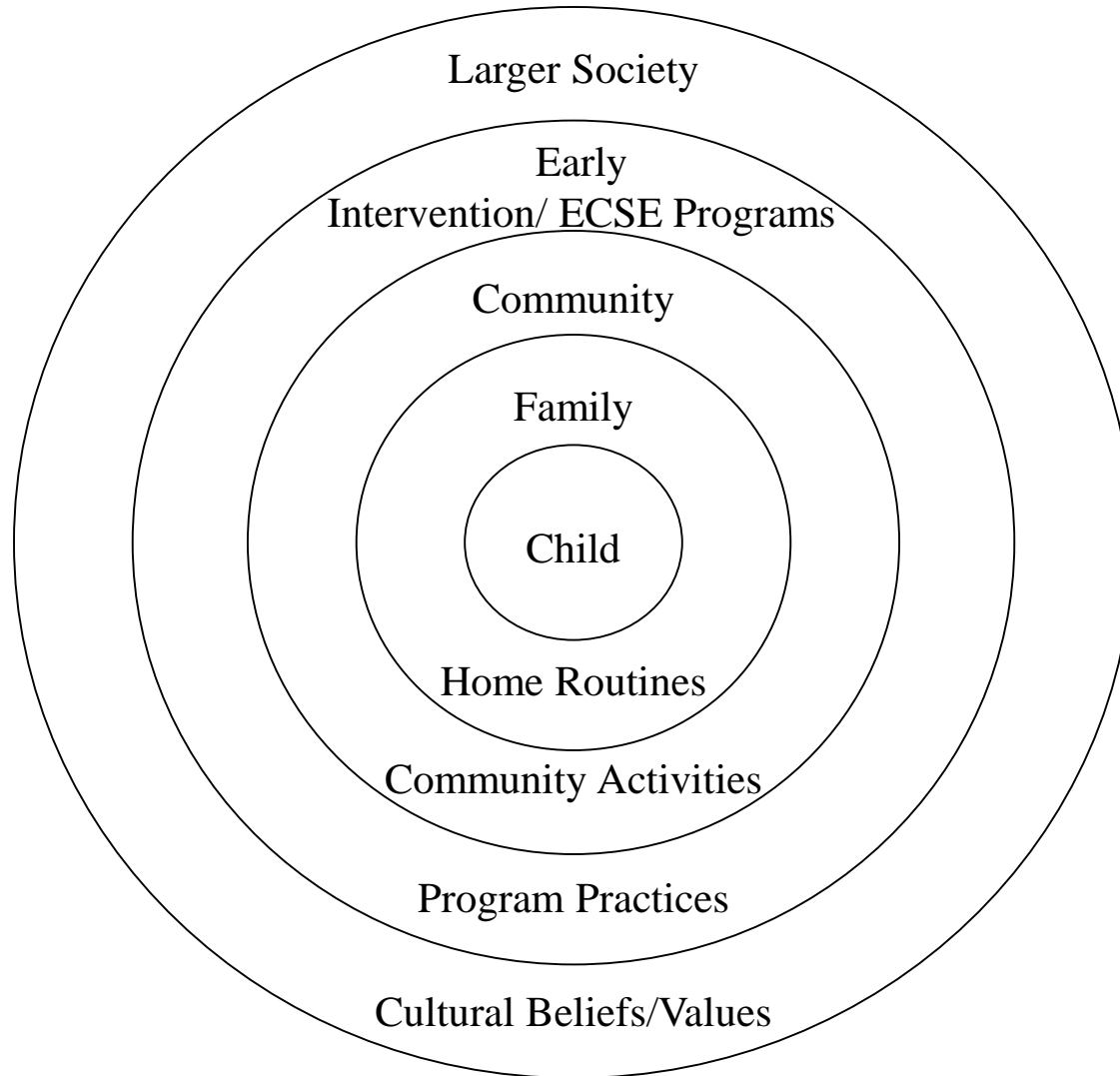
- Developmental Progress
- Engagement in Classroom Activities
- Social Learning and Social Competence
- Friendships
- Knowledge and Attitude( Across All Children)

# Through:

- Embedded Learning Opportunities
- Peer Mediation and Social Scripts
- Consultation Models and Training of Adults in Instruction
- Implementation Supports

( Odom, Buysee & Soukakou,2011)

# Model for Viewing Different Ecological Settings as Sources of Learning Experiences and Opportunities



# Family (Home) and Community Natural Learning Environments and Children's Learning Opportunities

## **Family Settings (Examples)**

Family Routines (Cooking, food shopping, animal care)

Parenting Routines (Child's bedtime and bath time)

Child Routines (Brushing teeth, dressing, eating)

Literacy Activities (Looking at books, listening to stories, reading)

Play Activities (Drawing, lap games, playing with toys)

Physical Play (Roughhousing, ball games, swimming)

Entertainment Activities (Dancing, singing watching TV)

Family Rituals (Family talks, spiritual readings, saying grace at meals)

Family Celebrations (Holiday dinners, birthdays, decorating the house)

## **Community Settings (Examples)**

Family Routines (Running errands, car or bus rides, weekend chores)

Family Outings (Shopping, eating out, visiting friends)

Play Activities (Outdoor playgrounds indoor playlands)

Community Activities (Libraries, fairs, festivals)

Physical Activities (Horseback riding, swimming, sledding)

Children's Attractions (Petting zoos, nature centers, pet stores)

Art/Entertainment Activities (Children's theater, storytellers, music activities)

Church/Religious Activities (Sunday school, church services)

Organizations and Groups (Karate, movement classes, parent/child groups)

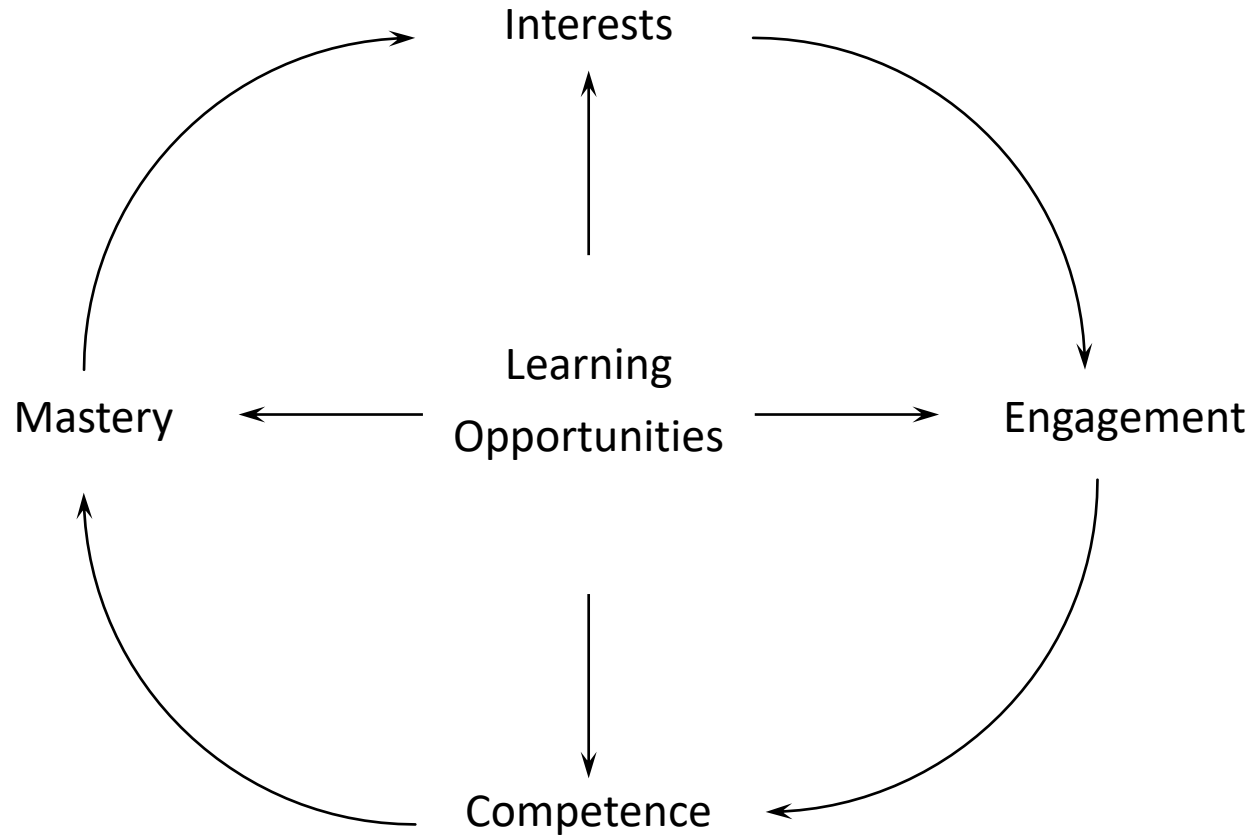
# Community Activity Setting Recording Form

Interventionist: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Name: \_\_\_\_\_ Child's Name: \_\_\_\_\_

<b>EXISTING ACTIVITY SETTINGS</b>	<b>NEW ACTIVITY SETTINGS</b>

# Learning Paradigm



# LEARNING OBJECTIVE

ANTECEDENT  
CONDITIONS

BEHAVIOR

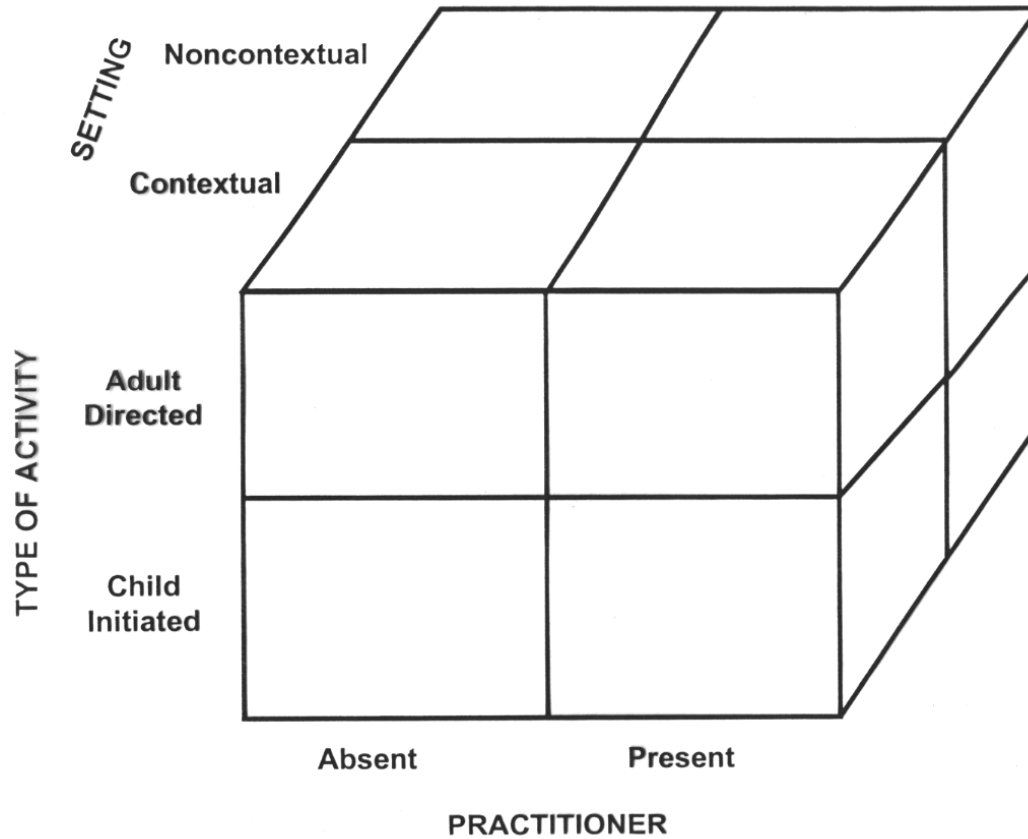
CONSEQUENCES

R+

or

NOT

# Intervention





# Learning Opportunities Recording Form

Parent's Name: \_\_\_\_\_

Child's Name: \_\_\_\_\_

Interventionist: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Location</b>	<b>Activity Setting</b>	<b>Frequency</b>	<b>Learning Opportunity</b>	<b>Why is it Important?</b>



## Characteristics of Effective Service Delivery Within Early Childhood Programs\*

1. A **program philosophy** for inclusive early childhood services.
2. A consistent and ongoing system for **family involvement**.
3. A system of **team** planning, consultation and program implementation.
4. A system of **collaboration and communication** with other agencies that provide services to young children with disabilities and their families.
5. A well-constructed **Individualized Education Program** or Individualized Family Service Plan that dictates the instructional content and practices for each participating child.
6. The **Integrated delivery of intervention services**, adaptations and participatory strategies.
7. A consistent and ongoing system for **training and staff development**.
8. A comprehensive system for **evaluating** the effectiveness of the program.

## **Characteristics of Effective Service Delivery For Young Children With Disabilities Within Early Childhood Programs (Bruder 1996)**

- A program philosophy for inclusive early childhood services
- A consistent and ongoing system for family involvement
- A consistent and ongoing system for training and staff development
- A system of team planning and program implementation
- A system of collaboration and communication with other agencies that provide services to young children with disabilities and their families

# Continued:

- A well-constructed Individualized Education Program of Individualized Family Service Plan that dictates the instructional content, measureable objectives, and intervention strategies for each participating child
- Integrated delivery of educational and related services
- A comprehensive system for evaluating the effectiveness of the program by daily progress monitoring and decision making, and summative outcome documentation across children( and families), program and staff outcomes

# The IFSP/IEP Process

- Identifying the family's concerns, priorities and resources: beginning a partnership
- Identifying the family's activity settings: the value of home and community
- Identifying the child's developmental strengths and needs in the context of the family and community bases activity settings: functional assessment strategies
- Identifying collaborative outcomes:
  - **To enhance family capacity**
  - **To enhance child competence**
  - **To expand activity settings across home and community settings**

# The IFSP/IEP Process (Cont.)

- **Promoting participation in activity settings:**
  - adaptations
  - supports
  - intervention strategies
- Assigning responsibilities across team members:
  - collaborative consultation and primary provider
  - building community capacity
- Evaluating progress:
  - the child
  - the family
  - the community
  -

( Bruder, 2001)













*“My question is: Are we making an impact?”*

# Goal Setting

*“Can you tell me please which way I ought to go from here?”*

*“That depends a good deal on where you want to get to,” said the Cat.*

*“I don’t much care where,” said Alice.*

*“Then it doesn’t matter which way you walk,” said the Cat.*

Lewis Carroll  
*Alice’s Adventures in Wonderland*



# Elements of Change

- Where are we now?
- Where do we want to be?
- What do we need to do to get from here to there?

*Change is not magic or  
inspiration.*

*It's completing many  
undramatic, small steps  
successfully.*

# Building a Model

- Operational definition and reliable measurement of the outcomes
- Socially valid relationship between intervention and socially valid outcome: if/then
- Consistency of effects across users
- Advantage of alternative service delivery
- **Fidelity of Implementation**

Paine, Bellamy & Wilcox, 1984



*You cannot  
satisfy hunger by  
drawing a cake*

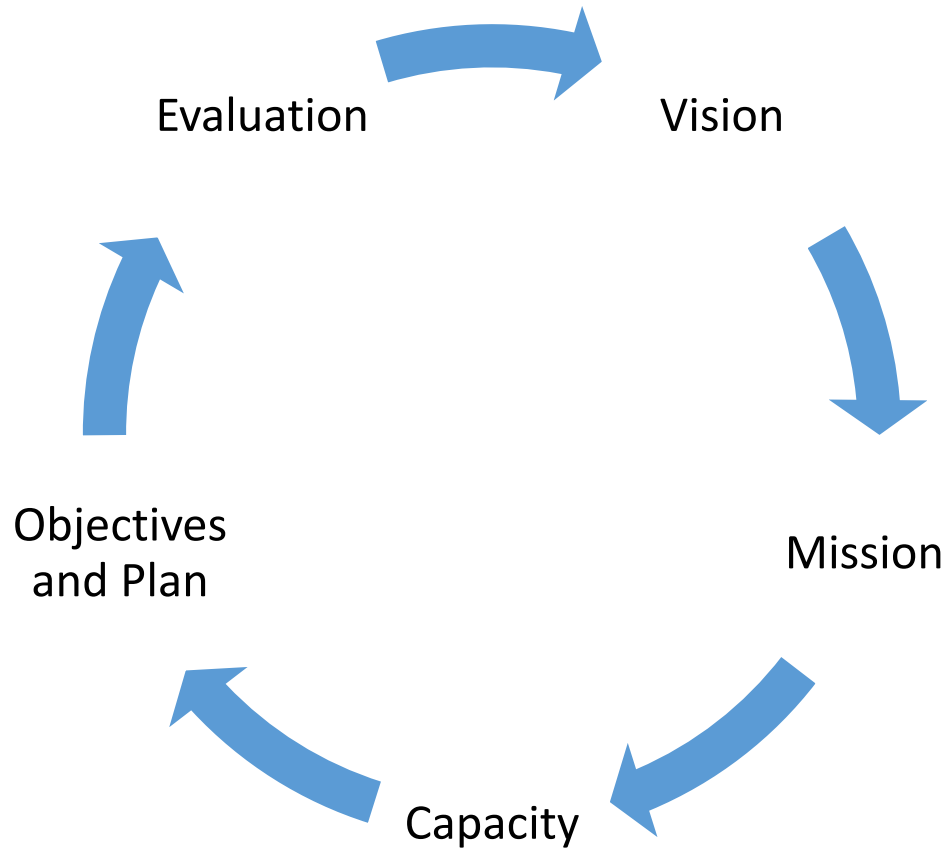
# What Do We Mean by Implementation?

- *A specified set of activities* designed to put into practice a policy, activity, or program of known dimensions.
- Implementation processes are purposeful and defined in sufficient detail such that independent observers can detect the presence and strength of these “specified activities”

# Major Themes in Implementation Literature

1. Assessing readiness and capacity
2. Structure of the implementation process
3. Engagement and buy-in
4. Program installation
5. Outcome evaluation and fidelity monitoring
6. Feedback and quality improvement
7. Innovation and adaptation

# Strategic Planning



# Principles of Strategic Planning

- Strategic planning is directed toward **creating a future** that could be, rather than reacting to a future that will be.
- The **process** of strategic planning is as important as the product because the process is designed to create understanding, consensus, and commitment through interactions of leaders and stakeholders.
- Strategic plans must be sufficiently broad to provide flexibility and sufficiently specific to **provide direction** for functional and operational planning.

# The Strategic Planning Process: Key Characteristics

- Focused and Decision Related
- Future Oriented
- Fact-Based
- Avoids Over-Generalization
- Explores Alternative Solutions
- Reassesses Decisions Over Time
- Politically Realistic

# Strategic Plan Work Plan

Goals/Objectives	Strategy	Persons Responsible	Timeline	Completion	Evaluation
<b>GOAL 1.</b>					
Objective 1.					
Objective 2.					
Objective 3.					
<b>GOAL 2.</b>					
Objective 1.					
Objective 2.					
Objective 3.					
<b>GOAL 3.</b>					
Objective 1.					
Objective 2.					
Objective 3.					

# Families Are Forever

- Life Goes On.....
- After Early Childhood Intervention
- 
- AND Beyond.....



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