

Resource Handout for NRCEC 2020 Invited Panel on *Inclusion of Young Children (0-5) with Disabilities: Research as One Driver of Change Resources*, NRCEC, 2020

Panelists:

- ▶ Sarah Neville-Morgan, Deputy Superintendent for the Opportunities for All Branch, California Department of Education
 - ▶ Sheila Self, Education Administrator Early Learning and Care Division, California Department of Education
 - ▶ Patricia Snyder, Distinguished Professor, David Lawrence Jr. Endowed Chair in Early Childhood Studies, School of Special Education, School Psychology, and Early Childhood Studies; Director, Anita Zucker Center for Excellence in Early Childhood Studies University of Florida
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 - ▶ Pam Winton, Emeritus Research Professor School of Education and Senior Scientist, Frank Porter Graham Child Development Center, University of North Carolina – Chapel Hill
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Overview:

- Federal webinar series on high quality inclusion: <https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/inclusion-webinars>
- Head Start Program Performance Standards
<http://eclkc.ohs.acf.hhs.gov/hslc/hs/docs/hspss-final.pdf>
- IDEA Part B Child Count and Educational Environments Collection, 2018-19.
<https://www2.ed.gov/programs/osepidea/618-data/static-tables/index.html>
- Joint Policy Statement from US Dept of Education and Dept of Health & Human Services on Inclusion of Young Children with Disabilities in Early Childhood Settings
<https://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf>
- DEC/NAEYC. (2009). Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC). Chapel Hill: The University of North Carolina, FPG Child Development Institute.
http://community.fpg.unc.edu/resources/articles/Early_Childhood_Inclusion
- OSEP Fast Facts: Children 3 through 5 Served under Part B, Section 619 of the IDEA <https://sites.ed.gov/idea/osep-fast-facts-children-3-5-20>
- Carta, J. & Snyder, P. (2019). Fifty years of research on children with disabilities and their families: From changing behavior to transforming lives. In Wasik, B.

& Odom, S. (Eds.). *Celebrating 50 years of child development research*. Baltimore, MD: Brooks

- Winton, P. (2019) The early intervention/early childhood special education workforce: Professional development issues and future directions. In B. Wasik & S. Odom (Eds.). *Past, present, and future challenges in child development*. Paul Brookes.
- Winton, P. (2016). Taking stock and moving forward: Implementing quality early childhood inclusive practices. In Reichow, B., Odom, S., (Eds.). *Handbook of early childhood special education*. Springer Global Publishers.
- Winton, P., Snyder, P., & Goffin, S. (2016). Beyond the status quo: Rethinking professional development for early childhood teachers. In L. Couse & S. Recchia (Eds.), *The handbook of early childhood teacher education* (pp. 54–68). New York, NY: Routledge Press.

Policy-and Practice-Relevant Research in Support of Inclusion:

- Division of Early Childhood (DEC) Recommended Practices
<http://www.dec-sped.org/dec-recommended-practices>
- Embedded Instruction CA Website - <https://ca.embeddedinstruction.net>
- Practice-based coaching - <https://ceecs.education.ufl.edu/p-practice-based-coaching/>
- CA Desired Results Access Project - <https://draccess.org>

Additional references provided during the Live Q&A Session:

- Fixsen, D.L., Blasé, K.A. & VanDyke, M.K. (2019). *Implementation practice & science*. Chapel Hill, NC: Active Implementation Research Network.
- Soukakou, E.P. (2016). *The Inclusive Classroom Profile (ICP™) Manual, Research Edition*. Baltimore, MD: Brookes Publishing Co.
- Soukakou, E. P., Winton, P. J., West, T. A., Sideris, J. H., & Rucker, L. M. (2015). Measuring the quality of inclusive practices: Findings from the Inclusive Classroom Profile pilot. *Journal of Early Intervention*, 36, 223-240.
- West, T.A., Soukakou E.P., & Winton, P.J. (In press). Inclusive Classroom Profile training program: Participant reliability and perspectives on usability and application. *Infants and Young Children*.