

LIVE Q&A QUESTIONS FROM INVITED PANEL ON INCLUSION OF YOUNG CHILDREN WITH DISABILITIES (0-5) WITH DISABILITIES: RESEARCH AS ONE DRIVER OF CHANGE

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
Email Address: patriciasnyder@coe.ufl.edu
- ▶ Pam Winton, Emeritus Research Professor School of Education and Senior Scientist, Frank Porter Graham Child Development Center, University of North Carolina – Chapel Hill
Email Address: pam.winton@unc.edu

Questions:

1. Questions addressed during the live Q&A portion of the videotaped session

Q: I believe we completely under-resource community-based organizations and grantees with being able to create inclusive ECCE environments and effective practices. K-12th grade education has "Related Support Personnel" staffing capacity.

A: Agree

Q: Are there any plans to do a child outcome study on disable children in segregated and inclusive care settings. To check the impact of these setting types on disable children.

A: Through the Desired Results Developmental Profile (DRDP) CA is able to capture child outcomes. (Sheila)

Q: California provided data about the inclusion of children with disabilities across "subsidized" programs, what programs are included?

A: Subsidized programs are funded by the Administration of Children and Families/Office of Childcare and provides funding for low income families. CalWorks, CA State Preschool, Alternative Payment Program etc. (Sheila)

Q: Identifying the critical core components (or essential elements of embedded instruction) is brilliant. We need to press researchers and innovators to deliver those interventions with the critical core components already specified.

A: Agree

Q: Do you see this moving into the early elementary grades as well? I've often seen children being self-contained once they hit the elementary building.

A: I can see how Embedded Instruction would be of great value in early elementary grades, although the IES research was not inclusive of that population. However, inclusion is an intervention and IDEA state that the general education setting is the first placement offered with supports and services, before considering other placements. (Sheila)

Q: Can you provide some examples of how you adapted embedded instruction practice and still retained fidelity?

A: Adaptations were made in all implementation support materials (e.g., workshops, practice-based coaching, website) and the intervention materials (embedded instruction) for all components of both. For implementation support, we adapted the number of embedded instruction practices for which implementation supports were provided.

Specific to embedded instruction, for “What to Teach” we made adaptations to all PD materials (e.g., workshops, coaching, website supports) for how teachers/teams would make decisions about a child’s embedded learning opportunities (embedded instruction learning targets). We used the CA early learning foundations (statements about what CA believe all children need to know or be able to do), the DRDP (measure used with all young children in CA public funded programs), and a child’s CA IEP.

For “When to Teach” we made adaptations to all PD materials so that “When to Teach” accommodated the different kinds of inclusive classroom settings in CA in which children were enrolled, the length and “schedules of activities” in these classrooms, and the “fit” between the classroom activities and routines and embedded instruction.

For “How to Teach” we included many video examples in PD materials where embedded instruction was occurring in CA preschool classrooms.

For “How to Evaluate” we made adaptations to embedded instruction data collection materials so they align with expectations from CDE about “documentation” of children’s progress (including documentation for the DRDP authentic assessment) and IEP, which are used to inform instruction. We carefully considered the tension between fidelity and adaptivity using a “constant adjustment” frame that is part of Active Implementation Frameworks (e.g., Fixsen, Blasé, VanDyke, 2019) based on implementation and intervention data, feedback from stakeholders in CA involved in the EI-CA project (e.g., CDE, local administrators, coaches, teachers/teams), and ongoing implementation and intervention experiences. (Pat)

2. Questions not addressed during the Q&A because of lack of time

Q: In terms of collaboration among programs do you have any other partners from other state agencies?

A: We have partnered at the state and local level. AT the CDE Early Learning and Care and Special Education have collaborated to promote inclusion and the state works in collaboration with the local Embedded Instruction Administrators, Coaches and Teachers. (Sheila)

Q: Couldn't an outcome study provide some data on the answer to second generation research questions by identifying specific factors related to child characteristics/teacher characteristics?

A: I think this question is complicated. We have looked at this descriptively but that an outcome “study” of this type would require additional resources and prospective cohorts. (Pat)

Q: Would you say that there is no place for self-contained classrooms in education? If so, how do you reconcile that with the idea of a continuum of supports?

A: I cannot say that no child needs self-contained classroom because of the individual needs but the number of children in inclusive classrooms has not moved in 20 years on a national level although there is a legal basis to re-double efforts to increase inclusion. (Sheila)

Q: I really enjoy the webinars that the national center has put in place for accommodations and modifications for preschoolers, (Pam) anything in the works for webinars infants and toddlers.

A: The National Center on Education, Development and Learning (NCEDL) reported that there will be some resources on modifications coming from DTL this year! The May 2021 Inclusion Series webinar will be on modifications to increase engagement and learning. It won't be specifically on infants & toddlers, but strategies and examples will span age groups. That will be broadcast on May 25.

The topic of this year's Teacher Time series is on inclusion, framed in 'access, participation, and supports', so I'm sure there will be content around modifications and accommodations. TT usually presents content for infants/toddlers and preschoolers. In addition, the Head Start Center for Inclusion just created some PD materials specifically for infants and toddlers, including curriculum modifications:

<https://headstartinclusion.org/training-materials/professional-development-packages/curriculum-modifications-for-infants-and-toddlers/>

An important point to include in this response is that high quality materials from national websites, webinars, brief modules, etc. are good for building awareness and knowledge, but we have decades of research to show they are unlikely to impact practice substantially in classrooms and homes. I think this is particularly important given the focus of our session and the thoughtful

emphasis CA has placed on the importance of both implementation and intervention materials and supports at universal, targeted, and individualized levels and a PD system for ECE that integrates inclusive practices (Pat and Pam)

Q: As you used the implementation logic (data, practices, systems) to your research, what was the larger outcome for children that you hoped to impact?

A: Our broad outcomes go back to the outcomes identified in the NAEYC/DEC Inclusion Position Statement. That every child has access to a wide range of high quality inclusive learning environments, that throughout the day they have multiple engaging opportunities to participate and learn with their typically developing peers in order to reach their fullest potential, and that systems of support are in place for teachers, specialists, administrators and families to ensure that high quality inclusion is fully implemented as intended and sustained over time.

Q: What about using ICP for determining what is quality?

A: The Inclusive Classroom Profile (ICP) measures structural and process quality focusing on inclusive practices in preschool classrooms. The ICP does not measure the implementation fidelity of one particular intervention program (like EI or Pyramid Model practices). The ICP could be useful to inform decisions about whether structural and process quality for “inclusive” practices is sufficient to support practices like embedded instruction. (Pat)

GENERAL COMMENTS:

- This was a great presentation illustrating a collaboration between researchers and state administrators to support inclusion in early childhood settings. Thank you!
- A return to emphasizing social competence as a construct for child outcomes.