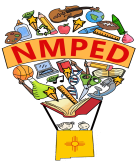**NMPED**

CENTER FOR DEVELOPMENT & DISABILITY — UNM

AODD Preschool Webinar Series #4: The Early Years, age 3-5

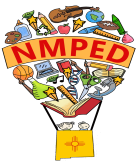## Integrating Interventions to Support Inclusion in the Early Years

Inclusion has been proven to have many benefits for all children. As such, it is an expectation for PreK. Because of this, inclusion is a theme that flows through all of the PreK assessments and criteria:

- Pyramid Model practices
- Teaching Pyramid Observation Tool (TPOT)
- Early Childhood Environmental Ratings Scales (ECERS)
- WIDA Early Years (Supporting Dual Language Learners)
- Early Learning Guidelines (ELGs)
- Early Childhood Observation Tool (ECOT)

FOCUS Essential Elements of Quality	**Inclusive Practices for Children with Diverse Abilities**. Create a sense of belonging for each child. Honor each child's unique culture, heritage, language, beliefs, and circumstances. Celebrate and nurture each child's gifts and abilities. Promote learning within the context of relationships. Promote learning through playful interactions within environments. Use evidence-based practices. Use strategies to make sure each child is included. Engage each family; acknowledge their uniqueness and build on their strengths.
Pyramid Model	• The third level of the Pyramid Model describes the need to provide individualized and intensive interventions to the small number of children with persistent challenges with the goal of continued inclusion for these children. • Tier 3 suggests the use of a Functional Behavioral Assessment to discern the function of a child's behavior (Pyramid Model Consortium, 2020).
TPOT	Multiple TPOT Items include indicators that allow opportunities for inclusive practices: -Engaging and extending conversations -Modifying and individualizing instruction -Assisting with interactions or engagement -Checking in with students -Using various strategies for support -Planned opportunities -Connecting and supporting the family

ECERS	Early childhood educators in New Mexico are also guided to utilize the Early Childhood Environmental Rating Scales sometimes referred to as ECERs. There are two additions we discuss here the R - which stands for the Revised edition and the ECERS 3 which refers to the 3rd edition. ECERS-R is recommended by the FOCUS criteria for educators in the private realm and many educators in public school also refer to this as a supplement to the ECERS-3 which their FOCUS criteria indicates for use as a classroom assessment. Inclusive Practices for children of diverse abilities is addressed specifically in both editions.
WIDA	It promotes equitable early care and education (ECE) opportunities for young multilingual children of all abilities. The more we know about all children's cultural background, home environment and formative experiences, the more we are able to use it when we are communicating with them.
ELG	They help educators assist each child to reach their maximum potential. They communicate clearly with families about how their child is growing and learning. They share what steps are being taken to enhance the early learning experience and they address the family's goals and concerns.
ECOT	The ELGs were used to develop the Early Childhood Observation Tool (ECOT), which is the assessment tool used to track student progress.This assessment tool is used in the preschool setting as well as beginning Kindergarten. Assessment results may be used to individualize instruction, identify a possible delay and develop IEP goals.
IEP Goals	Autism IEP goals are not the same across the board as each student has unique needs and strengths. Each goal should include a description of the child's current level of performance.
Integrating IEP goals into the classroom	● Break the IEP goal into smaller, short-term objectives ● Support the IEP goal with visuals and direct teaching of how to use them
Strategies	Environmental arrangement involves setting up the environment so that the child must initiate or interact with the adult in order to obtain a desired outcome, such as access to preferred materials or participation in preferred routine. **Modeling** Modeling involves adult demonstration of a behavior that follows the child's focus of interest and often demonstrates the target skill the child is to display. The modeled behavior is carefully chosen with developmental considerations in mind, such as modeling behaviors slightly more advanced than the child's current developmental abilities.

Strategies	**Prompting** Prompting can be tactile/kinesthetic, modeling, auditory or visual. It is typically an antecedent strategy. Involves direct teaching of the prompt. Focus on fading prompts
Strategies	**Reinforcement** *Positive Reinforcement*: A behavior occurs. A stimulus is <u>presented</u> immediately following the behavior. The probability of that behavior occurring again in the future increases. *Negative Reinforcement*: A behavior occurs. A stimulus is <u>removed</u> immediately following the behavior. The probability of that behavior occurring again in the future increases.
Resources that Support Inclusion	**Guiding Principles for Full Participation of Young Children Birth-8 Years in New Mexico's Early Learning System:** https://www.newmexicokids.org/content/parents_and_families/resources_for_parents_and_families/docs/Inclusion_Guiding_Principles_Brochure **Hanley's Preschool Life Skills Curriculum** https://practicalfunctionalassessment.files.wordpress.com/2015/06/pls-for-teachers_07_08-post.pdf **T**he **Early Childhood Inclusive Practices Self-Assessment Tool:** https://wnmu.instructure.com/courses/1138273/files/57950551?module_item_id=11260691 **UNM CDD/NM PED Autism Portal:** https://cdd.health.unm.edu/autismportal/2019/05/15/training-for-educators/

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