



**Support**



**Attitude**



**Child Development  
Knowledge**



**Training**

**Inclusion Works  
If You Work At It!**

**Inclusion, as a value, supports the right of all  
children, regardless of abilities, to participate actively  
in natural settings within their communities.**

~Division for Early Childhood (DEC) of the Council for Exceptional Children~

## Warmenhoven Institute for Inclusion



### **Inclusion:**

A recipe for your program's success!



## **Recipe for Inclusion and Ingredients**

Use a large bowl to hold all the ingredients necessary for the successful inclusion of children with disabilities/special needs. The bowl is the support that is needed: support from administration, parents, professionals and community resources.

Ask yourself: Is your administration supportive of an inclusive philosophy? Do you have frequent, open communication with parents about their child's development? Do you collaborate with other professionals? Do you know what support you can receive and need? Do you know the community resources that are available for children?


Good News: the two main ingredients in this recipe are probably already in your cupboard. First, pour in a large serving of positive attitude and flexibility of staff.

Ask yourself: Am I willing to try to include a child with disabilities/special needs in my program/class? What are my beliefs about children with disabilities/special needs? Do I think I can do it? Expect that you may experience some negative emotions as this is a natural part of this process.

Mix in a good amount of child development knowledge. Allow these ingredients to set.

Ask Yourself: Do I have a good understanding of typical child development? Have I gathered current developmental information (observation, evaluation, etc.) on the children in my program/class? Do I use child first perspective? (i.e., children with special need *rather than* special needs children). Remember, children with disabilities/special needs are more like other children than different.

To spice up the recipe, sprinkle often with training on topics related to the inclusion of children with disabilities/special needs. Talk with colleagues and the team for support. Provide reflective supervision for the staff and time to talk or problem solve with open idea sharing.

**NOTE:** This recipe requires thoughtful measuring and mixing for each child based on their individual needs. This is just a list of  ingredients found to be very effective for including children with disabilities/special needs.

### **Enjoy!**

For additional information and support contact the Inclusion Collaborative at (408)453-6560  
e-mail questions to: [inclusion@sccoe.org](mailto:inclusion@sccoe.org) or visit the web site at <http://www.sccoe.org/programs/inclusion-collaborative/>

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**Inclusive Program Checklist** —check all those that apply

**Support**

- Do you have support from your administration?
- Does your school administrator actively participate in solving problems and eliminating barriers to inclusion?
- Does your school administrator facilitate communication and collaboration between special education staff and regular education staff?
- Do you and other staff have support from other professionals when needed?
- Do the teachers/administrators know who to contact for additional resources and support in their community?
- Do the teachers collaborate with the specialists or therapists working with children in their program/class?
- Do you attend and participate in Individualized Family Service Plan (IFSP) and/or Individualized Education Program (IEP) meetings for children?
- Do the administrators require and facilitate supervision of educational assistants and provide reflective supervision?
- Do children have play buddies to facilitate play for all children?

**Attitude**

- Does the program have an inclusive philosophy statement?
- Is the program/teacher encouraged to include children with disabilities/ special needs in their program/class?
- Does the program have an open door policy for all parents?

**Child Development Knowledge**

- Is the staff knowledgeable about child development?
- Does the teacher have current developmental information on the children in their program/class?
- Do you evaluate children's development regularly?

**Training**

- Do you receive opportunities to attend training about including children with disabilities/special needs?
- Do you and the staff have regularly scheduled time to meet with specialists and other staff to discuss or problem solve issues regarding children with disabilities/special needs?

**Laws**

- Do you know about the Americans with Disabilities Act (ADA) as it relates to child care (see Americans with Disability Act information provided)?
- If so, does the program provide 'reasonable accommodations' for children with disabilities/special needs?

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## Inclusive Program Checklist

(Continued)

### Curriculum and Instruction

- Do you make modifications to the curriculum and materials when needed?
- Do you use teaching strategies that meet the learning styles (auditory, visual or hands-on) of the children in your program/class?
- Do children with disabilities/special needs; participate in the same activities and routines as other children in the program?
- Do children with disabilities/special needs have opportunities to greet and communicate with their peers?
- Do you speak directly to the children at their eye level?
- Are IEP/IFSP goals embedded into ongoing activities and routines?
- Do you model for the children in the program/class about how to include peers with disabilities/special needs?
- Do you encourage interactions between children with disabilities/special needs and their peers-(play buddy)?
- Do the special educator and the classroom teacher establish learning objectives together?

### Environment

- Are classrooms (including bathrooms) physically accessible to all children?
- Is the playground accessible to all children?
- Is the room arrangement flexible so that changes and adaptations can be made easily?
- Are developmentally appropriate materials available to all children?
- Are inclusive posters, pictures, books and other materials used in your classroom?
- Are materials and toys to access kept at the child's eye level?
- Is there a posted daily classroom schedule for the children and adults to use?

### Working with Families

- Do you ask parents questions about their child's development as an equal partner?
- Do you ask parents for help in including their child in daily activities?
- Is parent participation in the inclusive program encouraged?
- Are parent and teacher conferences scheduled regularly?

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