

Quality Inclusive Practices Checklist

*This instrument is designed to assess quality inclusive practices within early childhood environments. The features used to define high-quality, inclusive early childhood programs and services are **Access, Participation, and Supports** (DEC/NAEYC, 2009). The framework for this checklist builds upon these features. Access, Participation, and Supports are measured by a variety of evidence-based indicators.*

Click on [highlighted terms](#) to access a full glossary definition.

Click on the word “toolbox” under the  to access articles, online application activities, and resources that support knowledge of the instrument indicators.

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Observation Information

Setting Name:	
Address:	
Phone Number:	
Director / Principal:	
Date:	
Reviewer:	

Site Profile

Does the program's philosophy/mission promote inclusive practices?

Yes No

Evidence:

Do administrators and staff have an inclusive attitude and spirit valuing cultural, linguistic and ability diversity?

Yes No

Evidence:

Children Enrolled: _____

Children with Disabilities:

with IFSP's _____ # with IEP's _____

Diversity of Races / Ethnicities (record # or % of children):

_____ American Indian or Alaskan Native	_____ White, not Hispanic	_____ Multi-racial
_____ Asian	_____ Hispanic or Latino	
_____ Black, not Hispanic	_____ Native Hawaiian or Pacific Islander	

Diversity of Home Languages (list):

Socioeconomic Diversity:

% low income _____ (CCAP or CACFP eligible)

Comprehensive system to evaluate the program:

QRIS level: Yes No NAEYC accredited: Yes No Head Start Designee: Yes No

Program Model

Select the model that best describes how services are typically provided within the setting.

Special educators/therapists co-teach with the general education provider in one classroom.	☐
Itinerant special educators/therapists use the push-in model for integrating service delivery into the daily schedule. Service delivery is by special educator/therapist.	☐
Itinerant special educators/therapists use the coaching model to collaborate with families and close care-providers in integrating therapies/activities into the child's daily schedule.	☐
Itinerant special educators/therapists use a consultative model to support general education providers in integrating therapies/activities into the daily schedule. Service delivery is by general education provider.	☐
Itinerant special educators/therapists use the pull-out model for services. Service delivery is by special educator/therapist.	☐
Children are dually enrolled in part-day self-contained special education and part-day community childcare with both parties addressing goals, collaborating and participating on the IEP team.	☐
Children are dually enrolled in part-day self-contained special education and part-day community childcare. Special education providers address IEP goals.	☐
None of the above.	☐

Access

A wide range of activities and environments are provided for every child. Strategies supporting access include the removal of physical barriers and promoting learning and development in multiple ways. (DEC/NAEYC, 2009)



[toolbox](#)

A. Universal Design

Full participation for all children is supported in the physical environment through access and equitable opportunities in all program activities. (Measures adapted from Conn-Powers, Cross, Traub, Hutter-Pishgahi, 2006)



[toolbox](#)

A1. Equitable Use – each child's language, culture and unique abilities are taken into account through environmental design and materials.

Yes No
Evidence:

A2. Flexibility in Use – the unique needs of each child are supported through varied uses of environmental design and materials.

Yes No
Evidence:

A3. Perceptible Information – how to use space and materials as well as environmental expectations are clearly communicated.

Yes No
Evidence:

A4. Simple and Intuitive Use – children can easily understand and use environmental design and materials.

Yes No

Evidence:

A5. Tolerance for Error- children are successful when interacting with the environment and materials.

Yes No

Evidence:

A6. Low Physical Effort – minimal physical effort is needed to interact with the environment and materials.

Yes No

Evidence:

A7. Size and Space for Approach and Use – children's interactions with the environment and materials are based on unique abilities, interests, and goals.

Yes No

Evidence:

B. Universal Design for Learning (UDL)

Flexible methods of presenting and motivating students, as well as ways for students to express their learning is at the heart of instructional strategies that use UDL. Includes a focus on diverse learning styles and abilities (CAST, 2011).



B1. Multi-sensory ways to support different styles of learning are used to present information and content.

Yes No

Evidence:

B2. Children demonstrate and express ideas and learning using a variety of methods.

Yes No

Evidence:

B3. Intentional teaching methods and strategies are used to engage children.

Yes No

Evidence:

C. Assistive Technology (AT)

Children's access to learning opportunities is supported through a range of learning opportunities. AT uses might range from making simple environmental and material changes to helping children use special equipment. (NPDCI, 2011)



C1. "Low tech" supports such as laminated picture boards or pencil wedges are used.

Yes No
Evidence:

C2. "High tech" supports such as augmented or alternative communication devices are used.

Yes No
Evidence:

D. Adaptations

Strategies that increase children's independent participation in daily routines / activities and provide access to the learning community are provided. Adaptations can range on the continuum from least to most intrusive in terms of support. (Milbourne & Campbell, 2007)



D1. Adaptations provided are appropriate to the child's strengths and challenges.

Yes No
Evidence:

D2. Appropriate adaptations are provided across daily routines and activities.

Yes No
Evidence:

Participation

Range of instructional approaches that support engagement and a sense of belonging in play and learning activities for each and every child. (DEC/NAEYC, 2009)



A. Embedded Instruction and Other Naturalistic Interventions

Strategies that support specific goals within everyday activities, routines, and transitions in the child and family's context. (Winton, Buysse, Turnball, Rous & Hollingsworth, 2010)



A1. Daily, naturally occurring activities and routines support individual learning goals from the [IFSP](#) or [IEP](#).

Yes No

Evidence:

A2. Embedded instruction is distributed within regular activities and routines.

Yes No

Evidence:

A3. Tools and strategies are used to support each child's meaningful [engagement](#) in the classroom community.

Yes No

Evidence:

A4. Practitioners use both [incidental](#) and [intentional](#) teaching methods.

Yes No
Evidence:

A5. Practitioners support peer social relationships.

Yes No
Evidence:

A6. Practitioners facilitate collaborative problem-solving between children.

Yes No
Evidence:

A7. Practitioners use techniques to support children's successful [transitions between activities](#).

Yes No
Evidence:

B. Scaffolding Strategies

Structured, targeted approaches used with children who require more intensive supports. Approaches include modeling, response prompting, peer supports, and corrective feedback. (NPDCI, 2011)



B1. Practitioners scaffold children's language, play and activities with appropriate use of [modeling](#).

Yes No
Evidence:

B2. Practitioners scaffold children's language, play and activities with appropriate use of [response prompting strategies](#).

Yes No
Evidence:

B3. Practitioners scaffold children's language, play and activities through provision of [corrective feedback](#).

Yes No
Evidence:

C. Tiered Models of Instruction

Strategies that help practitioners connect children's formative assessment results to teaching and intervention strategies. (NPDCI, 2011)



C1. Formative, [universal screening](#) is completed periodically on all children in a classroom or program to monitor their development and learning.

Yes No
Evidence:

C2. Formative, [progress monitoring](#) is completed to gather the information needed to guide instruction.

Yes No
Evidence:

C3. Instruction utilizes a developmentally appropriate, research-based curriculum.

Yes No
Evidence:

C4. Instruction is [differentiated](#) according to children's needs, backgrounds, preferences and differences.

Yes No
Evidence:

C5. Progress monitoring results are used to target small groups that need additional instruction.

Yes No
Evidence:

C6. Intensive, explicit, systematic, individualized instruction is based on progress monitoring.

Yes No
Evidence:

Supports (systems-level)

Strategies including professional development, incentives for inclusion, and opportunities for communication and collaboration among families and professionals are in place to support high quality [inclusion](#). (DEC/NAEYC, 2009)



A. Professional Development

Teaching and learning activities that support inclusion and facilitate the acquisition and application of professional knowledge, skills, and dispositions (NPDCI, 2011)



A1. The program has an orientation process for new staff that addresses the unique aspects of working in an inclusive classroom.

Yes No
Evidence:

A2. There is a comprehensive and ongoing system for staff development.

Yes No
Evidence:

A3. Staff and therapists participate in professional development that includes specific knowledge and skills on evidence-based practices that define high-quality inclusive environments.

Yes No
Evidence:

B. Models of Collaboration

Approaches used to support ongoing communication and collaboration include technical assistance, consultation, coaching, mentoring, collaborative problem solving, and communities of practice/professional learning communities. (NPDCI, 2011)



B1. Classroom team's plans are incorporated into the research-based curriculum.

Yes No
Evidence:

B2. Families and professionals, including general education practitioners, work as a team to plan, deliver, and evaluate [EI](#) and/or [ECSE](#) services.

Yes No
Evidence:

B3. All team members, including general education practitioners, participate in the [IEP](#) and/or [IFSP](#) process.

Yes No
Evidence:

B4. Effective, ongoing two-way communication facilitates the collaboration of community agencies and other community partners.

Yes No
Evidence:

C. Family-Professional Collaboration

Opportunities for relationship building between parents and practitioners support the achievement of mutually agreed upon goals. (NPDCI, 2011)



[toolbox](#)

C1. A consistent, ongoing system for family involvement is established.

Yes No
Evidence:

C2. Respectful, responsive relationships have been developed between families and professionals.

Yes No
Evidence:

C3. Practitioners model [cultural competence](#) in their interactions with each and every family.

Yes No
Evidence:

C4. Families and professionals engage in shared decision-making to establish mutually agreed upon goals and develop resources, supports and services that support [transitions between programs](#).

Yes No
Evidence:

Quality Inclusive Practices Checklist Summary

The checklist you completed is designed to assess high-quality, inclusive practices within early childhood environments. Appropriate use of this checklist can guide your understanding of inclusive practices, as well as serve as a catalyst for improvements. Within the checklist, you responded to indicators organized around the defining features of inclusion: Access, Participation, and Supports. On this page, you have an opportunity to summarize what you see as the major strengths and challenges in each area.

Defining Feature of Inclusion	Strength	Challenge
Access		
Participation		
Supports		

To maximize impact, your list of Strengths and Challenges can be developed into an Action Plan. Determine which challenges need to be addressed, and use the following template to develop your Action Plan.

Challenge	Steps to Address	Person(s) Responsible	Resources or Supports Needed	Timeline for Completion

Quality Inclusive Practices Checklist
Glossary

Coaching Model

Early interventionists/special educators/therapists work together to provide instruction and support to families and other practitioners with the goal of promoting child's learning and development.

Consultative Model

Specialists provide educators and practitioners input regarding provision of specialized instruction and support for IEP goals across child's typical day and routine activities.

Corrective Feedback

Positive, constructive comments that are given following the implementation of an activity. Goal is to motivate learning and improve performance.

Co-Teach

Two people sharing responsibility for teaching children in the classroom.

Cultural Competence

Attitudes, behaviors, policies and practices at the program and individual level that support effective work in cross-cultural situations.

Differentiated instruction

Matches diverse learners' needs with varied methods and activities which have been designed based on appropriate assessment.

Early Childhood Special Education (ECSE)

Special education services (Part B of IDEA) supporting the educational and developmental needs of 3-5 year-old children with disabilities or developmental delays.

Early Intervention (EI)

Special education services (Part C of IDEA) for 0-3 year-old infants and toddlers who have a developmental delay or disability and their families.

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Embedded Instruction

Identifying opportunities to support children's learning targets within the context of naturally occurring classroom activities and routines.

Engagement

A child's active participation in activities, interactions with materials, and interactions with people that leads to goal achievement.

Individual Family Service Plan (IFSP)

Written document required by Part C of IDEA that guides the early intervention process for children ages 0-3 with disabilities. Contains information about services, providers, locations, and the chosen goals to support a child's development and to enhance the family's capacity to support the child's development.

Individual Education Program (IEP)

Written document required by Part B of IDEA for children between the ages of 3 and 21 that contains information about services, locations, and goals to be addressed to support a child's development and learning. Developed by a team of parents, general and special educators, and related service providers.

Incidental Teaching

Child initiation and interest is used as a catalyst to maximize opportunities to respond, elaborate and extend child learning.

Inclusion (official definition by DEC and NAEYC)

Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports. (DEC/NAEYC, 2009)

Intentional Teaching

Preplanned, systematic, developmentally appropriate teaching activities that are based on standards and teacher initiated.

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Itinerant Special Educators / Therapists

Professionals who travel to the child's setting to combine direct services for the child with disabilities and collaborative-consultative services that support practitioners and serve as an inclusion resource for families and ECE staff.

Modeling

Scaffolding technique where teachers first complete the task while students watch. Students then repeat assigned task, copying teacher's methods while working at their own pace.

Progress Monitoring

Form of assessment in which student learning is regularly evaluated to provide useful performance feedback to learners and instructors.

Push-in Therapy/Model

Instruction and related services delivered to students with disabilities within the general education classroom.

Pull-out Therapy/Model

Instruction and related services delivered to students with disabilities outside the general education classroom.

Response Prompting Strategies

Systematic strategy of providing prompts/hints to learners and then gradually removing them. Goals include increasing probability of correct responses and opportunities for positive reinforcement.

Transitions Between Activities

Practices that help children anticipate and accept changes from one activity to another; e.g. predictable routines, familiar rituals, picture schedules, and specific prompts.

Transitions Between Programs

Intentional set of activities that promote communication between sending and receiving practitioners and engage families in collaborative planning with the goal of preparing children and families for a change in settings or programs.

Universal Screening

Process used to compare child's performance to established benchmarks (criterion) to determine if a child's learning is on target or if additional supports would be beneficial.

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Quality Inclusive Practices Checklist Toolboxes

Access Toolbox

Articles

Policy Advisory: The Law on Inclusive Education

CONNECT: The Center to Mobilize Early Childhood Knowledge. (2012). *Policy advisory: The law on inclusive education* (Rev. ed.). Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author. Available at: <http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout 1-4.pdf>

This 4-page handout provides a general summary of the federal laws supporting inclusion of children with special needs.

Early Childhood Inclusion: A Joint Position Statement of the DEC & NAEYC

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. Available at: http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf

This position statement provides a common definition of early childhood inclusion. Also included are an overview of the essential components of high-quality inclusion including equitable access to programming, meaningful participation in activities, and the use of appropriate supports.

Early Childhood Special Education Least Restrictive Environment (LRE) Guidance Paper

Illinois State Board of Education (2005). *Early childhood special education least restrictive environment (LRE) guidance paper*. Available at: http://www.isbe.net/earlychi/pdf/ECSE_LRE_guidance.pdf

This 4-page guidance paper provides the Illinois expectations related to least restrictive environments.

Online Application Activities

Building the Legacy: A Training Curriculum on IDEA 2004

National Dissemination Center for Children with Disabilities (NICHCY) (2010) *Building the legacy: a training curriculum on IDEA 2004*. Available at: <http://nichcy.org/laws/idea/legacy>

This module supports knowledge and skills regarding implementation of IDEA 2004, the nation's special education law. Materials provided include presentation slides and accompanying handouts.

Other Resources

Win-Win Inclusive Preschool Settings

Desired Results access Project. (2011) *Win-win inclusive preschool settings*. Napa County Office of Education, Research and Professional Development Center. Available at: <http://www.draccess.org/videolibrary/>

This 5:39 video illustrates an inclusive preschool partnership between a Head Start program and the preschool special education program at the Sacramento County Office of Education. Footage of classroom activities and interviews describe the strong collaboration among children, staff, and parents and highlights the benefits of inclusive preschools.

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Adaptation Toolbox

Articles

Play Modifications for Children with Disabilities

Sandall, S. (May 2003) Play modifications for children with disabilities. Beyond the Journal. Young Children on the web Available at: http://journal.naeyc.org/btj/200305/playmodifications_sandall_1.pdf

This brief 2-page article includes a chart of adaptations and modifications to support children's play. The article contains helpful descriptions and specific examples.

Online Application Activities

CONNECT Module 5: Assistive Technology Interventions

Winton, P., Buysse, V., Rous, B., Epstein, D., & Pierce, P. (2011). *CONNECT Module 5: Assistive Technology Interventions* [Web-based professional development curriculum]. Chapel Hill: University of North Carolina, FPG Child Development Institute, CONNECT: The Center to Mobilize Early Childhood Knowledge. Available at: <http://community.fpg.unc.edu/connect-modules/learners/module-5>

This online learning module introduces assistive technology interventions which includes adaptations, but Section 3.B along with videos 5.4, 5.7, 5.10 and 5.11 focus on adaptations specifically.

Other Resources

Getting Kids Involved: Creating Opportunities for Learning

Center for Early Literacy Learning (2011) CELL video. *Getting kids involved: Creating opportunities for learning*. Available at: http://www.earlyliteracylearning.org/getting_kids_involved.php

This video introduces and illustrates many ways that adaptations can be used to promote the active participation of infants, toddlers, and preschoolers in everyday literacy activities. You will see examples of adaptations in home and classroom environments, activities, materials, and/or instructions. Can be used with parents and by teachers.

Cara's Kit: Creating Adaptations for Routines and Activities

Milbourne, S.A. & Campbell, P.H. (2007). *CARA's Kit: Creating adaptations for routines and activities*. Philadelphia, PA: Child and Family Studies Research Programs. Thomas Jefferson University. Available for purchase from <http://www.naeyc.org/store/node/666>

This kit provides guidance for how to make adaptations for daily activities and routines so that children ages 3–6 with disabilities and other special needs can successfully participate in all classroom activities.

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Assistive Technology Toolbox

Articles

Assistive Technology: Supporting the Participation of Children with Disabilities

Mulligan, S. (2003). *Assistive technology: Supporting the participation of children with disabilities*. Beyond the Journal: Young Children on the Web. Available at: <http://journal.naeyc.org/btj/200311/assistentechology.pdf>

This NAEYC article suggests ways to use technology as a teaching tool.

Online Application Activities

CONNECT Module 5: Assistive Technology Interventions

Winton, P., Buysse, V., Rous, B., Epstein, D., & Pierce, P. (2011). *CONNECT Module 5: Assistive Technology Interventions* [Web-based professional development curriculum]. Chapel Hill: University of North Carolina, FPG Child Development Institute, CONNECT: The Center to Mobilize Early Childhood Knowledge. Available at: <http://community.fpg.unc.edu/connect-modules/learners/module-5>

This online learning module introduces assistive technology interventions (equipment, adaptations, and teaching strategies) and provides information about the purpose, use, and potential benefits of these interventions.

Other Resources

Tots n Tech

Tots n Tech (web page) The Tots 'n Tech Research Institute (TnT) .Thomas Jefferson University (TJU), Philadelphia and Arizona State University (ASU), Tempe. Available at: <http://tnt.asu.edu/ideas>

This database provides numerous assistive technology ideas for infants and toddlers. The database is organized by the categories of functional skills and activities/routines.

Assistive Technology for Infants, Toddlers and Young Children

National Early Childhood Technical Assistance Center website). (2010). *Assistive Technology (AT) for Infants, Toddlers and Young Children* (NECTAC web page) Available at: <http://www.nectac.org/topics/atech/atech.asp>

NECTAC is the national early childhood technical assistance center serving Part C-Infant and Toddlers with Disabilities Programs and Part B-Section 619 Preschool Programs for Children with Disabilities to improve service systems and outcomes for children and families. This site contains information and links to other sites that include information on assistive technology.

Quality Inclusive Practices: Resources and Landing Pads

National Professional Development Center on Inclusion (NPDCI) (2012) *Quality Inclusive Practices: Resources and Landing Pads*. Chapel Hill: University of North Carolina, FPG Child Development Institute. Available at: <http://npdci.fpg.unc.edu/assistive-technology>

This landing pad includes research, policies, position statements, print materials, videos, DVDs, and web resources to support the evidence-based practice of Assistive Technology.

Tools of inclusion: Assistive technology for young children

STARnet Northwest Region I and Central Region III: Center for Best Practices in Early Childhood Education. (2007, February 22). Apples Video Magazine. *Tools of inclusion: Assistive technology for young children* [Video file]. Available at: <http://www.wiu.edu/users/starnetv/mov/apples02222007b.mov>

A 30-minute video that explains what assistive technology is and discusses the concept of universal design within the preschool classroom providing specific information for creating inclusive reading centers, writing centers, dramatic play centers, science centers, and computer centers. The video ends with a discussion of the Illinois Assistive Technology Project which helps parents think about funding issues, how to decide what assistive technology is best for their child, and how to use assistive technology as a tool for inclusion.

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Embedded Instruction Toolbox

Articles

DEC Recommended Practices Toolkit: Embedded Instruction

Sandall, S. (2006) Print Version of the DEC Recommended Practices Toolkit: Embedded Instruction. Available at: http://faculty.tamu-commerce.edu/dmccrary/ECE_460_Files/A_Embedded_Inst.pdf

This print version of the Embedded Instruction Toolkit is meant for those who have already completed the interactive CD Rom version of the toolkit but does provide an overview of the content.

Online Application Activities

CONNECT Module 1: Embedded Interventions

Winton, P.J., Buysse, V., Turnbull, A., Rous, B., & Hollingsworth, H. (2010). CONNECT Module 1: Embedded Interventions. Chapel Hill: University of North Carolina, FPG Child Development Institute, CONNECT: The Center to Mobilize Early Childhood Knowledge. Available at: <http://community.fpg.unc.edu/connect-modules/learners/module-1>

This web-based training module provides information about how to use embedded interventions to support children in inclusive settings. Learn more about what inclusive settings look like and how embedded interventions help children succeed in this environment. Participants using the module will work through a case study to fully understand these concepts.

Other Resources

Quality Inclusive Practices: Resources and Landing Pads

National Professional Development Center on Inclusion (NPDCI) (2012) *Quality Inclusive Practices: Resources and Landing Pads*. Chapel Hill: University of North Carolina, FPG Child Development Institute. Available at: <http://npdci.fpg.unc.edu/family-professional-collaboration>

This landing pad includes research, policies, position statements, print materials, videos, DVDs, and web resources to support the evidence-based practices of family-professional collaboration.

DEC Recommended Practices Toolkit: Embedded Instruction

Sandall, Giacomini, Smith and Hemmeter. (2006). *DEC Recommended Practices Toolkit: Embedded Instruction*. Division of Early Childhood of the Council for Exceptional Children. Available for purchase from DEC store at http://www.dec-sped.org/Store/Recommended_Practices

This kit contains 4 tutorials. In the first self-paced tutorial you will learn more about embedding instruction by watching video clips, taking self-tests, exploring resources.

Quality Inclusive Practices: Resources and Landing Pads

National Professional Development Center on Inclusion (NPDCI) (2012) *Quality Inclusive Practices: Resources and Landing Pads*. Chapel Hill: University of North Carolina, FPG Child Development Institute. Available at: <http://npdci.fpg.unc.edu/assistive-technology>

This landing pad includes research, policies, position statements, print materials, videos, DVDs, and web resources to support the evidence-based practice of Assistive Technology.

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Family Professional Collaboration Toolbox

Articles

Dimensions of Family and Professional Partnerships: Constructive Guidelines for Collaboration

Blue-Banning, M., Summers, J. A., Frankland, H. C., & Nelson, L. L. (2004). *Dimensions of family and professional partnerships: Constructive guidelines for collaboration*. *Exceptional Children*, 70(2), 167-184. Available at: http://doh.state.fl.us/AlternateSites/CMS-Kids/providers/early_steps/training/documents/dimensions_of_family.pdf

This research article explores the barriers to successful partnerships with parents focusing on 6 significant themes: (a) communication, (b) commitment, (c) equality, (d) skills, (e) trust, and (f) respect.

Online Application Activities

CONNECT Module 4: Family-Professional Partnerships

Turnbull, A., Winton, P., Rous, B., & Buysse, V. (2010). *CONNECT Module 4: Family-Professional Partnerships*. Chapel Hill: University of North Carolina, FPG Child Development Institute, CONNECT: The Center to Mobilize Early Childhood Knowledge. Available at: <http://community.fpg.unc.edu/connect-modules/learners/module-4>.

This web-based module provides information on how to create a positive partnership with parents. Establishing parents as partners, involving them in decision-making, and working with them to address challenging behaviors are some of the topics discussed.

Star Legacy Module: Collaborating with Families

IRIS Center. (n.d.). Star Legacy Modules. *Collaborating with families*. Available at: <http://iris.peabody.vanderbilt.edu/fam/chalcycle.htm>

This learning module focuses on building strong relationships with families who have a child with a disability. Information about the unique needs of these families as well as strategies to successfully collaborate with them is shared. Using M. T. Watkins Middle School as a case study, strategies to increase the family participation of students who have a disability are discussed.

Other Resources

Quality Inclusive Practices: Resources and Landing Pads

National Professional Development Center on Inclusion (NPDCI). (2012). *Quality Inclusive Practices: Resources and Landing Pads*. Chapel Hill: University of North Carolina, FPG Child Development Institute. Available at: <http://npdci.fpg.unc.edu/family-professional-collaboration>

This landing pad includes research, policies, position statements, print materials, videos, DVDs, and web resources to support the evidence-based practices of family collaboration.

Guiding Principles and Practices for Delivery of Family Centered Services

Pletcher, L.C. and McBride, S. (2000). *Guiding Principles and Practices for Delivery of Family Centered Services*. Iowa: Early ACCESS and Project SCRIPT. Available at: http://www.educateiowa.gov/index.php?option=com_docman&task=doc_download&gid=1960

This manual outlines seven guiding principles for delivering "Family Centered Services." Developed for Early ACCESS providers in the state of Iowa, the information provides numerous examples on ways to provide services in a family centered way.

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Models of Collaboration Toolbox

Articles

Coaching in Early Childhood

Coaching in Early Childhood website. *Coaching in Early Childhood*. Available at: <http://www.coachinginearlychildhood.org/cccoaching.php>

This article from the Coaching in Early Childhood website promotes coaching for EI and suggests a process for implementation.

Service Delivery Models for Educating Young Children with Special Needs

Raver, S.A. (2009). *Service delivery models for educating young children with special needs*. Excerpt from Early Childhood Special Education - 0 to 8 Years: Strategies for Positive Outcomes, by S.A. Raver, 2009 edition, p. 16-20. Available at: <http://www.education.com/reference/article/models-educate-children-special-needs/>

This web page article taken from Raver's textbook explores various models of service delivery including: home-based, center-based, home/center based, and itinerant teachers.

Online Application Activities

CONNECT Module 3: Communication for Collaboration

Winton, P., Buysse, V., Turnbull, A., & Rous, B., (2010). *CONNECT Module 3: Communication for collaboration*. Chapel Hill: University of North Carolina, FPG Child Development Institute, CONNECT: The Center to Mobilize Early Childhood Knowledge. Available at: <http://community.fpg.unc.edu/connect-modules/learners/module-3>

This web-based training module provides information for professionals on how to improve their communication skills and develop collaborative relationships within the context of parent-to-professional and professional-to-professional interactions.

Implementation Guide: Operating Standards for High Quality Inclusive Child Care

Easter Seals, (2010). *Implementation guide: Operating standards for high quality inclusive child care*. Chicago: Easter Seals. Available at: http://www.easterseals.com/site/DocServer/CDC_Inclusion_Standards.pdf?docID=17063

This guide helps define what is needed for a center to provide a high quality inclusive program that will serve children of all abilities. These standards focus on the areas of importance to parents, teachers, therapists and program executives.

Other Resources

Adopting a Consultation Model in Itinerant ECSE Services

McInerney B., Dinnebeil L., Hale L. and Spino M.. DEC Pre-Conference Session. Washington, DC (November 17, 2011) *Adopting a Consultation Model in Itinerant ECSE Services*. Available at: http://www.dec-sped.org/uploads/docs/conference/2011_Handouts/Pre-Con/PRE-3_McInerney_full_slide_show.pdf

This presentation provides a thorough overview of itinerant ECSE services and how the consultative model meets the needs for quality inclusion. It also includes suggestions for establishing formal interagency agreements.

Quality Inclusive Practices: Resources and Landing Pads

National Professional Development Center on Inclusion (NPDCI). (2012). *Quality Inclusive Practices: Resources and Landing Pads*. Chapel Hill: University of North Carolina, FPG Child Development Institute
Available at: <http://npdci.fpg.unc.edu/models-collaboration>

This landing pad includes research, policies, position statements, print materials, videos, DVDs, and web resources to support the evidence-based models of collaboration.

DEC Recommended Practices: A Comprehensive Guide for Practical Applications in Early Intervention/Early Childhood Special Education

Sandall, S. Hemmeter, M.L., Smith, B.J., & McLean, M.E. (2005). *DEC recommended practices: A comprehensive guide for practical application in early intervention/early childhood special education*. Longmont, CO: Sopris West. Available for purchase from <http://www.naeyc.org/store/node/682>

This 305-page book discusses, in depth, developmentally appropriate practices for children with special needs. Chapter 6 specifically addresses the Recommended Practices for Interdisciplinary Models that require collaboration.

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Participation Toolbox

Articles

Policy Advisory: The Law on Inclusive Education

CONNECT: The Center to Mobilize Early Childhood Knowledge. (2012). *Policy advisory: The law on inclusive education* (Rev. ed.). Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author. Available at: [http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout 1-4.pdf](http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout%201-4.pdf)

This 4-page handout provides a general summary of the federal laws supporting inclusion of children with special needs.

Online Application Activities

Building the Curriculum: A Training Curriculum on IDEA 2004

National Dissemination Center for Children with Disabilities (NICHCY). (2010). *Building the curriculum: a training curriculum on IDEA 2004*. Available at: <http://nichcy.org/laws/idea/legacy>

This module helps those involved with children with disabilities understand and implement IDEA 2004, the nation's special education law. Material included in the modules includes presentation slides and accompanying handouts.

Other Resources

Engagement of Every Child in the Preschool Classroom

McWilliam, R.A., & Casey, A.M. (2007). *Engagement of every child in the preschool classroom*. Baltimore, MD: Paul H. Brookes. Available for purchase from: <http://products.brookespublishing.com/Engagement-of-Every-Child-in-the-Preschool-Classroom-P205.aspx>

This 192-page book focuses on ways to increase the classroom engagement of preschool children. Strategies discussed include modifying the classroom environment, developing student supports, and monitoring functional goals. Particular attention is given to improving student engagement throughout the classroom as well as ways to increase the engagement of individual children. Ways to measure and record engagement are also provided.

Inclusion and Joy

Desired Results access Project. (2011). *Inclusion and joy* (video). Napa County Office of Education, Research and Professional Development Center. Available at: <http://www.draccess.org/videolibrary/>

In this 4:45 video, two preschool teachers discuss and illustrate the importance of joy for children and teachers and its relationship to early childhood inclusion.

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Professional Development Toolbox

Articles

What Do We Mean by Professional Development in the Early Childhood Field?

National Professional Development Center on Inclusion (NPDCI). (2008). *What Do We Mean by Professional Development in the Early Childhood Field?* Available at: http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI_ProfessionalDevelopmentInEC_03-04-08_0.pdf

This concept paper defines professional development in early childhood to guide efforts aimed at ensuring that the early childhood workforce is highly qualified and effective in working with young children (birth through 8) and their families.

Online Application Activities

Paraeducators at Work

STARnet Northwest Region I and Central Region III: Center for Best Practices in Early Childhood Education. (2010, February 18). Apples Video Magazine. *Paraeducators at work* [Video file] Available at: <http://www.wiu.edu/users/starnetv/mov/apples02182010b.mov>

This 30-minute video provides discussions about the role and responsibilities of a paraeducator in the classroom. Information is shared about specific techniques surrounding communication and collaboration within the classroom, prompting techniques and ways paraprofessionals support the instruction of students. Accompanying handouts are available at: <http://www.wiu.edu/starnet/newsite/pdf/handouts/168handouts.pdf>

Other Resources - Professional Organizations

Association for Childhood Education International (ACEI)

<http://www.acei.org/>

ACEI is a global community of educators and advocates who promote and support: (1) the optimal education and development of children from birth through early adolescence and (2) the professional growth of educators and others committed to the needs of children in a changing society.

Division for Early Childhood of the Council for Exceptional Children

<http://www.dec-sped.org/>

DEC supports individuals who work with or on behalf of children with special needs, birth through age eight, and their families. The DEC is a division of the Council for Exceptional Children.

National Association for the Education of Young Children

<http://www.naeyc.org/>

NAEYC supports the quality of educational and developmental services for all children from birth through age 8. The Association administers a voluntary, national accreditation system for high-quality early childhood programs, sponsors a variety of initiatives to improve professional preparation of early childhood educators, and produces a wide array of early childhood resources

National Association for Family Child Care (NAFCC)

<http://www.nafcc.org/>

NAFCC promotes quality child-care by strengthening the profession of family child care through technical assistance to family child care associations and the organization's accreditation process for family child care providers.

National Head Start Association (NHSA)

<http://www.nhsa.org/>

NHSA is dedicated to meeting the needs of Head Start children and their families by advocating for policies to strengthen Head Start services; providing training and professional development to Head Start staff; and developing and disseminating research, information, and resources that enrich Head Start program delivery.

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Scaffolding Toolbox

Articles

Modeling

Coffee, H. (n.d.). *Modeling*. Learn NC. Chapel Hill: University of North Carolina. UNC School of Education. Available at: <http://www.learnnc.org/lp/pages/4697> - noteref5

This brief article explains the theory of modeling as an instructional strategy and suggests several various types for professionals to utilize.

Online Application Activities

CONNECT Module 1: Embedded Interventions - Peer Supports

Winton, P.J., Buysse, V., Turnbull, A., Rous, B., & Hollingsworth, H. (2010). CONNECT Module 1: Chapel Hill: University of North Carolina, FPG Child Development Institute, CONNECT: The Center to Mobilize Early Childhood Knowledge

Activity 3.A: Peer Supports. Available at: <http://community.fpg.unc.edu/connect-modules/learners/module-1/step-3/a-definition/peer-supports>

This activity from the CONNECT Module on Embedded Instruction focuses on peer supports. It includes 4 exemplar videos showing how to utilize this scaffolding strategy.

CONNECT Module 1: Embedded Interventions - Routine in the Community

Winton, P.J., Buysse, V., Turnbull, A., Rous, B., & Hollingsworth, H. (2010). CONNECT Module 1: Chapel Hill: University of North Carolina, FPG Child Development Institute, CONNECT: The Center to Mobilize Early Childhood Knowledge

Video 1.2.1: Routine in the community – Penguin Project. Available at: <http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-21>

This video from CONNECT Module 1 features a community (Bloomington/Normal Illinois) event that utilizes scaffolding to facilitate the participation of children with disabilities in a theatrical production.

CONNECT Module 1: Embedded Interventions - Individualized Scaffolding Strategies

Winton, P.J., Buysse, V., Turnbull, A., Rous, B., & Hollingsworth, H. (2010). CONNECT Module 1: Chapel Hill: University of North Carolina, FPG Child Development Institute, CONNECT: The Center to Mobilize Early Childhood Knowledge

Activity 7.14a: Individualized Scaffolding Strategies. Available at: <http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/activity-guides/CONNECT-Activity-Guide-7-14a.pdf>

In this activity from CONNECT Module 1 learners view video clips and identify strategies and supports teachers use to scaffold children's learning.

Other Resources

Quality Inclusive Practices: Resources and Landing Pads

National Professional Development Center on Inclusion (NPDCI) (2012) *Quality Inclusive Practices: Resources and Landing Pads*. Chapel Hill: University of North Carolina, FPG Child Development Institute. Available at: <http://npdci.fpg.unc.edu/scaffolding-strategies>

This landing pad includes research, policies, position statements, print materials, videos, DVDs, and web resources to support the evidence-based practice of scaffolding.

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Support (systems-level) Toolbox

Articles

Policy Advisory: The Law on Inclusive Education

CONNECT: The Center to Mobilize Early Childhood Knowledge. (2012). *Policy advisory: The law on inclusive education* (Rev. ed.). Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author. Available at: [http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout 1-4.pdf](http://community.fpg.unc.edu/sites/community.fpg.unc.edu/files/resources/Handout/CONNECT-Handout%201-4.pdf)

This 4-page handout provides a general summary of the federal laws supporting inclusion of children with special needs.

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)

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. Available at: http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf

This position statement provides a common definition of early childhood inclusion and details the important components of equal access to programming, meaningful participation in activities, and the use of appropriate supports within inclusive programs.

Online Application Activities

What Makes Inclusion Work

Project Choices. (2009). *What makes inclusion work*. (interactive website) Illinois State Board of Education and the Illinois Statewide Technical Assistance Center. Available at: <http://www.projectchoices.org/partnering-with-choices/what-makes-inclusion-work.aspx>

This interactive web site provides information aimed for school districts but helpful for those looking for information about systemic support for inclusion.

Other Resources

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Tiered Models of Instruction Toolbox

Articles

Recognition Response: An Early Intervening System for Young Children At-Risk for Learning Disabilities

Coleman, M.R., Buysse, V. & Neitzel, J. (2006). *Recognition Response: An early intervening system for young children at-risk for learning disabilities*. Executive summary. Chapel Hill: The University of North Carolina at Chapel Hill, FPG Child Development Institute. Available at: <http://www.readingrockets.org/article/11394/>

This article explains how the R & R model for preschool has been adapted from the RTI model designed for K-12.

Response to Intervention (RTI) in Early Childhood: Building Consensus on the Defining Features

National Professional Development Center on Inclusion. (2012). *Response to intervention (RTI) in early childhood: Building consensus on the defining features*. Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author. Available at: <http://npdci.fpg.unc.edu/sites/npdci.fpg.unc.edu/files/resources/NPDCI-RTI-Concept-Paper-FINAL-2-2012.pdf>

This 8-page concept paper explains the meaning of RTI in early childhood and identifies key considerations related to RTI's implementation. The article contains recommendations for families, practitioners, administrators, higher education faculty, and professional development providers, researchers, and policy makers to guide RTI planning, implementation, and assessment.

Online Application Activities

CONNECT Module 7: Tiered Instruction

Buyse, V., Epstein, D., Winton, P., & Rous, B. (2012). *CONNECT Module 7: Tiered Instruction* [Web-based professional development curriculum]. Chapel Hill: University of North Carolina, FPG Child Development Institute, CONNECT: The Center to Mobilize Early Childhood Knowledge. Available at <http://community.fpg.unc.edu/connect-modules/learners/module-7>

This learning module introduces the concept of tiered instruction through the use of articles, activities and videos.

Other Resources

Quality Inclusive Practices: Resources and Landing Pads

National Professional Development Center on Inclusion (NPDCI). (2012). *Quality Inclusive Practices: Resources and Landing Pads*. Chapel Hill: University of North Carolina, FPG Child Development Institute. Available at: <http://npdci.fpg.unc.edu/tiered-models-instruction-intervention>

This landing pad includes research, policies, and position statements, print materials, videos and DVDs, and web resources to support the evidence-based practice of tiered-instruction.

Implementing RTI: Prairie Children Preschool

Response to Intervention Action Network. (video). *Implementing RTI: Prairie Children Preschool*. Available at: <http://rtinetwork.org/professional/videos/virtualvisits>

This 14-minute video from the RTI network website features a virtual visit to a school in Aurora Illinois that has become a model for the successful implementation of RTI.

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Transitions Between Programs Toolbox

Articles

Transition to Kindergarten: Policy Implications for Struggling Learners and Those Who May Be At Risk for Learning Disabilities

Horowitz, S.H., Kaloi, L. Petroff, S (2007). *Transition to kindergarten: Policy implications for struggling learners and those who may be at risk for learning disabilities*. National Center for Learning Disabilities. Available at: http://tats.ucf.edu/docs/school_transition_policy_paper.pdf

This report reviews the relevant research, programs, and policies on kindergarten transition, especially as they pertain to struggling learners including those with learning disabilities.

Designing and Implementing Successful Early Childhood Transition Processes

National Early Childhood Transition Initiative. (2008). *Designing and implementing successful early childhood transition processes*. Available at: <http://www.nectac.org/~pdfs/topics/transition/ECTransitionPaper.pdf>

This document is designed to improve the support from state and local initiatives related to transition from EI to ECSE.

Promoting Smooth Transitions to Kindergarten

Recognition and Response. (n.d.). *Promoting smooth transitions to kindergarten*. Available at: <http://www.recognitionandresponse.org/content/view/22/108>

This brief article addresses the significance of transitions to school and provides links to Toolkits and additional resources.

Online Application Activities

CONNECT Module 2: Transition

Rous, B., Hallam, R., Turnbull, A., Buysse, V., & Winton, P., (2010). *CONNECT Module 2: Transition*. Chapel Hill: University of North Carolina, FPG Child Development Institute, CONNECT: The Center to Mobilize Early Childhood Knowledge. Available at: <http://community.fpg.unc.edu/connect-modules/learners/module-2>

This web-based training module provides strategies for professionals to help families and children plan for and proceed through the transition from early intervention to early childhood special education. Information on current research, best practices, and the legal requirements of transition are shared.

Other Resources

When I'm 3, Where Will I Be?

Illinois State Board of Education. *When I'm 3, where will I be? A family's transition workbook*. Available at: http://www.isbe.net/earlychi/pdf/transition_workbook.pdf

This workbook was developed for parents by early intervention and school personnel to provide information about a child's transition from Early Intervention services. It is also a valuable resource for teachers.

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Universal Design & Universal Design for Learning Toolbox

Articles

Universal Design of Early Childhood Education

Conn-Powers, M., Cross, A.F., Traub, E.K., Hutter-Pishgahi, L. (September, 2006). *Universal Design of Early Childhood Education*. Information: Beyond the Journal. Young Children on the Web • September 2006.
Available at: <http://www.naeyc.org/files/yc/file/200609/ConnPowersBTJ.pdf>

This 9-page article from the NAEYC online journal explains the concepts of UDL and provides examples of application. There is also a helpful chart clarifying the 7 Principles for UDL.

Online Application Activities

Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students

IRIS Center. (n.d.). Star Legacy Modules. *Universal design for learning: Creating a learning environment that challenges and engages all students*. Available at: <http://iris.peabody.vanderbilt.edu/udl/chalcycle.htm>

This learning module presents the challenges faced by schools as they address the needs of an increasingly diverse student body that includes students with disabilities, students that are struggling academically, students who are not challenged and students who are hard to engage.

Other Resources

About UDL

CAST (n.d.) *About UDL*. Available at: <http://www.cast.org/udl/index.html>

The CAST website includes information on expanding learning opportunities for all individuals, especially those with disabilities, through Universal Design for Learning.

National Center on the Universal Design of Education

National Center on the Universal Design of Education. Available at: <http://www.udlcenter.org/>

The National Center on the Universal Design of Education website contains numerous links to information, research and a special section on the Guidelines established for using UDL.

Quality Inclusive Practices: Resources and Landing Pads

NPDCI (2012) *Quality Inclusive Practices: Resources and Landing Pads*. Chapel Hill: University of North Carolina, FPG Child Development Institute. Available at: <http://npdci.fpg.unc.edu/universal-design-ud-universal-design-learning-udl>

This landing pad highlights research, policies, and position statements, print materials, videos and DVDs, and web resources to support the acquisition and application of information related to this evidence-based practice of UD/UDL.

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Quality Inclusive Practices Checklist

Resources

Resources

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- Division for Early Childhood, & National Association for the Education of Young Children. (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. Retrieved from http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_ECSummary_A.pdf (summary version) http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf (full version)

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- McInerney, B., Dinnebeil, L., Hale, L., & Spino, M. (2011). Adopting a consultation model in itinerant ECSE services. Toledo: The University of Toledo. Retrieved from http://www.dec-sped.org/uploads/docs/conference/2011_Handouts/Pre-Con/PRE-3_McInerney_full_slide_show.pdf
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Tomlinson, C. A. (2000, August). Differentiation of instruction in the elementary grades. ERIC Digest. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. (ERIC Document No. ED443572). Retrieved from <http://www.eric.ed.gov/PDFS/ED443572.pdf>

Winton, P.J., Buysse, V., Turnbull, A., Rous, B., & Hollingsworth, H. (2010). *CONNECT Module 1: Embedded interventions*. Chapel Hill: University of North Carolina, FPG Child Development Institute, CONNECT: The Center to Mobilize Early Childhood Knowledge. Retrieved from <http://community.fpg.unc.edu/connect-modules/learners/module-1>

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Suggested citation: Wills, D., Darragh-Ernst, J., Presley, D. (2012). *Quality inclusive practices checklist*. Normal: Heartland Community College, Heartland Equity and Inclusion Project

