

Best Practices in Inclusive Early Childhood Education

BPIECE for Directors



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Best Practices in Inclusive Early Childhood Education (BPIECE) for Directors

Supporting early childhood education practitioners or caregivers is an important part of the job for directors. This is especially true when practitioners are working with young children with disabilities. This self-assessment tool has been developed to identify director practices that can be used to support practitioners in creating a high quality early childhood environment that meets the needs of diverse learners and their families. It forms a bridge between research on inclusion and evidence-based practices in early childhood education settings. It can be used with other program evaluation tools, as it builds upon practices found in high quality early learning environments. This tool can be used for ongoing self-reflection to identify strengths regarding inclusive practices and specific areas for growth over time. The results will assist directors in identifying areas of strength and priorities regarding inclusive practices and assist in developing a plan to improve the quality of services and supports to practitioners as well as to all young children and their families.

Rating Instructions

Read and rate the indicators based on your implementation of the inclusive practice listed. There are four levels of implementation for each indicator: Not Yet, Occasionally, Usually, or Always. You should select one rating per indicator. There are a few examples given for each indicator but they are not comprehensive and you may implement the indicator in a different way in your program. If you are not sure about terms used to describe the practice indicator, refer to the Glossary on page 22. At the end of each area, summarize your ratings by totaling the numbers in each column. At the end of the assessment, you will count the ratings for each area to review areas of strength and priorities regarding inclusive practices.

Rating Definitions:

- Always:** I use this practice all the time.
- Usually:** I use this practice most of the time.
- Occasionally:** I use this practice some of the time, as I need it.
- Not yet:** I have not used this practice, and/or I do not know what this is.

Name: _____

Date: _____

Program: _____

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Indicator	Rating				How I do this/ My notes	Examples, such as
	Always	Usually	Occasionally	Not Yet		
Area: Administration						
Do you...						
1. Have a written program philosophy that is welcoming of all children and families?						<ul style="list-style-type: none"> ▪ Include in the mission statement that all children can learn. ▪ Explain why inclusion is important, how it is used in the program and how it benefits everyone in the philosophy. ▪ Include within the parent and staff handbook a non-discrimination statement that children with disabilities and references the Individuals with Disabilities Act (IDEA), Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act of 1973¹ compliance, and is consistent with government legislation.
2. Provide written handbooks for staff and families to explain inclusive program policies and procedures?						<ul style="list-style-type: none"> ▪ Included individualization for children with special needs in the discipline policy. ▪ Ensure the attendance policy is flexible for a child who is out for health reasons. ▪ Examine the policy to ensure it addresses how all children will be included on field trips.

¹ See Resources section for more information.

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Indicator	Rating				How I do this/ My notes	Examples, such as
	Always	Usually	Occasionally	Not Yet		
Area: Administration						
Do you...						
3. Include an expulsion, suspension and dismissal ² prevention policy in your handbook that takes into consideration the unique and/or special needs of children?						<ul style="list-style-type: none"> ▪ Call the specialized care team ³ as behavior issues arise to develop a plan to prevent expulsion/suspension. ▪ Confirm the policy includes behavior plans, parent meetings, and teacher trainings. ▪ Make sure the policy has identified steps and supports that are provided to the child, family and practitioners. ▪ Review withdrawal⁴ criteria to be certain it is consistent for all families. ▪ Ensure behavior incident reporting form is used for all children and provides documentation of strategies used by program staff.
4. Provide materials needed for children to be actively engaged in all activities?						<ul style="list-style-type: none"> ▪ Have a budget allocated and purchase special materials, such as spring scissors, special spoons with thicker handles or a riding toy with a seat belt. ▪ Access resources, such as Florida Diagnostic & Learning Resources System (FDLRS)⁵ or the Early

² **Expulsion** - Terminating the enrollment of a child or family in a learning program due to challenging behavior or health condition.

Suspension - Reductions in the amount of time a child may attend the regular learning program. Examples of “suspension” could include the following consequences for behavior challenges: asking a family member to pick up a child immediately and/or asking a child to not return to school for a specific period.

Dismissal - Removal of a child from a learning program due to factors other than the child’s behavior.

³ **Specialized Care Team** - Group of individuals who work together to plan for individual needs and goals of a child. This may include family, teachers, early intervention specialists (ITDS), early childhood special education specialist, directors, paraprofessionals, physical therapists (PT), occupational therapists (OT), speech/language therapists (SLP), social workers, mental health professionals, applied behavior analysts (ABA), nurse, Early Steps, FDLRS, ELC and any other professionals working with a child.

⁴ **Withdrawal** - Parental removal of a child from an early learning program

⁵ See Resources section for more information.

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Indicator	Rating				How I do this/ My notes	Examples, such as
	Always	Usually	Occasionally	Not Yet		
						Learning Coalition for assistive technology and amplification devices.
Area: Administration						
Do you...						
5. Provide time and materials for the development of adaptations and supports?						<ul style="list-style-type: none"> ▪ Allow flexible scheduling for practitioners to allow time for material development. ▪ Provide a budget for equipment such as a camera, printer and/or laminator to develop visual supports and other materials for individual needs.
6. Provide developmentally appropriate curriculum, which can be adapted for individual needs?						<ul style="list-style-type: none"> ▪ Choose and implement a developmentally appropriate curriculum from the statewide school readiness curriculum list⁶. ▪ Confirm ELC Inclusion Specialist or specialized care team member is used as a resource for assistance/guidance in developing adaptations to curriculum.
7. Have a working knowledge of IDEA, Section 504, and ADA requirements?						<ul style="list-style-type: none"> ▪ Ensure copies of the IDEA, Section 504 and ADA rules and regulations are available for reference and for staff and families. ▪ Attend training on IDEA, Section 504 and/or ADA rules and regulations. ▪ Share knowledge with families and staff.

⁶ School Readiness Curriculum Approval - http://www.floridaearlylearning.com/providers/provider_resources/school_readiness_curriculum.aspx

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Indicator	Rating				How I do this/ My notes	Examples, such as
	Always	Usually	Occasionally	Not Yet		
Area: Administration						
Do you...						
8. Use the ELC Inclusion Specialist and other community resources to support the individual needs of children and practitioners?						<ul style="list-style-type: none"> ▪ Contact the local school district⁷ for questions and support related to services related to the Individual Education Plan (IEP)⁸. ▪ Develop relationships with community partners such as the early learning coalition, Early Steps, Child Find/FDLRS, mental health consultants, Head Start, etc.⁹ ▪ Contact Child Care Resource and Referral (CCR&R) at the early learning coalition for a list of community resources, including local therapy agencies.¹⁰
Administration Rating Summary					Total:	

⁷ See <http://www.fldoe.org/accountability/data-sys/school-dis-data/superintendents.stml> for a list of district websites and superintendents.

⁸ **Individual Education Plan** - A legal document for children ages 3-21, who are found eligible for special education services. It is written by the IEP team and includes present level, annual goals, supports and services provided to the child. It must be reviewed at least annually.

⁹ For a list of Florida Pre-K disability district contacts, see <http://app4fldoe.org/EESSContacts/>.

¹⁰ Visit the Child Care Resource and Referral website at <http://www.floridaearlylearning.com/ccrr.aspx>, or call toll free 866-957-3239.

Best Practices in Inclusive Early Childhood Education (BPIECE) for Directors

Indicator	Rating				How I do this/ My notes	Examples, such as
	Always	Usually	Occasionally	Not Yet		
Area: Environment						
Do you...						
9. Ensure that the program facilities and all learning environments are ADA compliant ¹¹ ?						<ul style="list-style-type: none"> ▪ Ensure doors are wide enough for a child with a walker. ▪ Design the playground to ensure the paths between the areas of the playground are accessible for a child in a wheelchair. ▪ Provide steps and rails near the toilets and the sinks in the bathrooms so they are accessible for a child using crutches.
10. Ensure that all environments meet the needs for all children to actively participate in all activities?						<ul style="list-style-type: none"> ▪ Provide an adaptive swing seat on the playground for children who need support for balance. ▪ Plan with practitioners to place furniture and materials in a consistent location in the classroom for a visually impaired child to have accessibility. ▪ Evaluate the environment regularly to ensure active participation of all children.
11. Ensure individual adaptations and supports identified by the specialized care team are implemented?						<ul style="list-style-type: none"> ▪ Have the specialized care team plan accessible to everyone on the team. ▪ Provide support to practitioners to ensure individual adaptations and supports are implemented.
Environment Rating Summary					Total:	

¹¹ Commonly Asked Questions about Child Care Centers and the Americans with Disabilities Act. <https://www.ada.gov/childqanda.htm>

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Indicator	Rating				How I do this/My notes	Examples, such as
	Always	Usually	Occasionally	Not Yet		
Area: Family Do you...						
12. Facilitate effective two-way communication between practitioners and families to share successful supports and revise plans as needed?						<ul style="list-style-type: none"> ▪ Provide regular office hours or open door hours for parents to talk, call or email the practitioners and director. ▪ Provide a device (computer, tablet, laptop) and internet connection to practitioners for communication with families.
13. Integrate adaptations for communication with families?						<ul style="list-style-type: none"> ▪ Contact CCR&R or the school district for translation or interpreter resources. ▪ Ensure monthly newsletter is ADA compliant for a parent who is visually impaired or needs assistance with reading. ▪ Allow various ways to communicate with families (email, text, social media). ▪ Work with families and practitioners to establish needs for frequency of communication.
14. Promote family participation and decision making while providing complete and unbiased information?						<ul style="list-style-type: none"> ▪ Encourage staff to respect and support family choices and their expectations regarding their child's development. ▪ Support practitioners in building relationships with families. Assist practitioners in conducting family meetings, as needed.

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Indicator	Rating				How I do this/My notes	Examples, such as
	Always	Usually	Occasionally	Not Yet		
						<ul style="list-style-type: none"> ▪ Respect cultural differences by discussing individual families' values and priorities and reflecting them in practice. ▪ Encourage family engagement by making CCR&R family engagement resources available for practitioners and families.
Area: Family						
Do you...						
15. Promote planning and problem solving with parents and practitioners, as concerns are identified, to develop strategies that address current priorities?						<ul style="list-style-type: none"> ▪ Assist practitioners before or during family meetings to support and address family priorities, while brainstorming and problem solving. ▪ Promote flexibility as issues/situations arise or child's and family's needs change. ▪ Provide a private area for a family meeting to occur that will allow for confidentiality.
16. Promote the identification of families' current strengths, needs, resources and priorities? Use this information as the foundation for developing strategies and plans for the child?						<ul style="list-style-type: none"> ▪ Provide a family questionnaire to gather information and opportunities to discuss needs and concerns with practitioners. ▪ Help families clarify concerns and define the precise nature of their needs. ▪ Emphasize the positive effect and importance of family as their child's first teacher.
17. Have a list of multiple resources and services to share with practitioners and parents that would support and strengthen their knowledge and skills?						<ul style="list-style-type: none"> ▪ Keep up to date on evidence-based and developmentally appropriate practices and resources available. ▪ Keep an updated contact list¹² of community partners (ELC, Early Steps, Child Find, etc.)

¹² For a list of Florida Pre-K disability district contacts, see <http://app4fldoe.org/EESSTContacts/>.

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Indicator	Rating				How I do this/My notes	Examples, such as
	Always	Usually	Occasionally	Not Yet		
						<ul style="list-style-type: none"> ▪ Inform and regularly update staff on advocacy groups, community, state and national organizations, research, and training opportunities. ▪ Encourage staff to participate in state and national organizations (NAEYC, FLAAYC, DEC, Zero to Three, SECA)¹³. ▪ Ensure staff have access to websites for federal and state laws that protect the rights of children with disabilities and their families. ▪ Create opportunities to encourage parents to network with other parents.
Family Rating Summary					Total:	

¹³ See the Resources section for more information on these organizations.

Best Practices in Inclusive Early Childhood Education (BPIECE) for Directors

Indicator	Rating				How I do this/My notes	Examples, such as
	Always	Usually	Occasionally	Not Yet		
Area: Collaboration and Interaction						
Do you...						
18. Ensure the identification and encourage participation and collaboration of all members of a specialized care team?						<ul style="list-style-type: none"> ▪ Work with practitioners and family to identify all members of the specialized care team. ▪ Meet and greet service providers and welcome them into the program. Introduce service providers to all the practitioners and staff. ▪ Periodically attend specialized care team meeting to be knowledgeable of the child's and family's needs. ▪ Encourage and support open communication among all team members.
19. Provide practitioners with the time, tools and resources to meet with service providers?						<ul style="list-style-type: none"> ▪ Provide classroom coverage and a meeting space so practitioners can meet regularly with the specialized care team. ▪ Provide tools and permission forms for practitioners to create videos of classroom interactions to share with the specialized care team.
20. Collaborate with the school district, community agencies and programs to be knowledgeable and share information with families about local programs and resources?						<ul style="list-style-type: none"> ▪ Use Child Care Resources and Referral (CCR&R) as a central agency for community resource contacts. ▪ Develop a working relationship with commonly used community resources, such as Early Steps, Pre-K contact for the school district, local mental health agencies, Child Find. ▪ Have available community agency resources, such as websites and contact information for practitioners to share with parents to support families in their specific area of need.

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Indicator	Rating				How I do this/My notes	Examples, such as
	Always	Usually	Occasionally	Not Yet		
Area: Collaboration and Interaction						
Do you...						
21. Foster a sense of program-wide community by promoting acceptance, safety, and membership/belonging?						<ul style="list-style-type: none"> ▪ Select and implement a curriculum that promotes school community. ▪ Support the practitioners in adapting curriculum that promotes culturally competent school community. ▪ Host events that allow family members to engage with each other to foster equity and community engagement. ▪ Use CLASS observation data and other indicators to examine interactions that may hinder community belonging.
22. Promote, sustain and extend collaborative interactions and problem-solving between practitioners, families and children?						<ul style="list-style-type: none"> ▪ Be available as a resource at the center for teachers, families and children. ▪ Encourage communication between practitioners, families and children. ▪ Have an open-door policy that welcomes families at all times.
Collaboration Rating Summary					Total:	

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Indicator	Rating				How I do this/My notes	Examples, such as
	Always	Usually	Occasionally	Not Yet		
Area: Professional Development						
Do you...						
23. Participate in professional development opportunities to stay informed and up-to-date on evidence based inclusive practices in early childhood education?						<ul style="list-style-type: none"> ▪ Request professional development and coaching from ELC Inclusion Specialist and/or Technical Assistance Training System (TATS) regional facilitator¹⁴. ▪ Consult the professional development registry to choose a course that would advance your knowledge of inclusion topics.¹⁵ ▪ Join a professional organization (The Early Childhood Technical Assistance, Division of Early Childhood, NAEYC, FLAIEYC, etc.).¹⁶ ▪ Participate in inclusion-related conferences (Family Café, Center for Autism Related Disorders, National Training Institute Conference on Addressing Challenging Behaviors in Young Children, The National Early Childhood Inclusion Institute, etc.)
24. Encourage practitioners to seek further knowledge of topics discussed by the specialized care team to enhance problem solving?						<ul style="list-style-type: none"> ▪ Encourage practitioners to utilize the BPIECE for Practitioners. ▪ Have a resource area that includes a list of websites for practitioners to research information on inclusion related topics. ▪ Encourage practitioners to contact the ELC for coaching.

¹⁴ See Resources section for more information.

¹⁵ Florida Department of Children and Families, Training and Registry Login: <https://training01-dcf.myflorida.com/studentsite/admin/login.jsf>

¹⁶ See Resources section for more information.

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Indicator	Rating				How I do this/My notes	Examples, such as
	Always	Usually	Occasionally	Not Yet		
						<ul style="list-style-type: none"> Encourage practitioners to develop a working relationship with the specialized care team and other professionals in the special education field.
Area: Professional Development						
Do you...						
25. Provide practitioners with professional development opportunities and coaching to develop an educational environment that engages and supports participation of all children in everyday routines and activities?						<ul style="list-style-type: none"> Survey practitioners for type of professional development needed. Identify a coach to follow-up after a professional development activity. Encourage peer-to-peer mentoring among the practitioners. Facilitate collaboration among providers and practitioners to share best practices with each other. Encourage therapists to provide therapy for child in the classroom so practitioners can observe and implement.
26. Provide opportunities for standards and curriculum training ¹⁷ , to include adaptations, supports and tiered instruction ¹⁸ ?						<ul style="list-style-type: none"> Meet with each practitioner at the beginning of each school year to develop a plan and needs for creating an inclusive learning environment. Participate in training on the Florida Early Learning and Developmental Standards Birth to Kindergarten.

¹⁷ Early Learning and Developmental Standards are available at http://www.floridaearlylearning.com/parents/parent_resources/floridas_early_learning_and_development_standards_birth_to_five.aspx.

¹⁸ **Tiered instruction** - Within a multi-tiered system of supports, resources are allocated in direct proportion to student needs. Data collected at each tier are used to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. The multi-tiered system involves the systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports.

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Indicator	Rating				How I do this/My notes	Examples, such as
	Always	Usually	Occasionally	Not Yet		
						<ul style="list-style-type: none"> Request professional development and coaching from the ELC Inclusion Specialist and/or TATS regional facilitator.
Professional Development Rating Summary					Total:	

Best Practices in Inclusive Early Childhood Education (BPIECE) for Directors

Indicator	Rating				How I do this/My notes	Examples, such as
	Always	Usually	Occasionally	Not Yet		
Area: Screening and Assessment						
Do you...						
27. Provide a variety of additional tools to determine a child's strengths and needs in all areas of development?						<ul style="list-style-type: none"> Assist practitioners in collecting information from children's family, other significant individuals, including service providers to identify children's strengths and needs. Research and identify video clips, portfolio, observations notes, developmental checklists, and charts to best support practitioners as they determine children's strengths and needs. Provide screening and assessment tools and the training necessary to use those tools (i.e. ASQ:SE-2¹⁹).

¹⁹ **Ages & Stages Questionnaires®** - Social-Emotional, Second Edition are parent-completed questionnaires that reliably identify young children at risk for social or emotional difficulties

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Indicator	Rating				How I do this/ My notes	Examples, such as
	Always	Usually	Occasionally	Not Yet		
						<ul style="list-style-type: none"> ▪ Identify progress monitoring tools/techniques for practitioners to use and provide training, as needed. ▪ Ensure practitioners use progress monitoring and regularly share information with families.
28. Provide opportunities for practitioners to communicate results of screenings and assessments with parents/caregivers?						<ul style="list-style-type: none"> ▪ Assist practitioners before and/or during family meetings to share results of screening/assessment results using family-friendly language. ▪ Assist practitioners before and/or during family meetings when areas of concern are identified. ▪ Provide classroom coverage and private area for practitioners to share results with family. ▪ Schedule a follow-up meeting with Specialized Care Team, if needed.
Screening and Assessment Rating Summary					Total:	

Best Practices in Inclusive Early Childhood Education (BPIECE) for Directors

Indicator	Rating				How I do this/My notes	Examples, such as
	Always	Usually	Occasionally	Not Yet		
Area: Transition						
Do you...						
29. Collaborate with your school district, Early Steps and Child Find to gain knowledge and share information regarding IFSP/IEP development or update?						<ul style="list-style-type: none"> ▪ Ask the ELC Inclusion Specialist for the school district, FDLRS and/or Early Steps contact information. ▪ Provide time for practitioners to attend IEP/IFSP²⁰ meetings. ▪ Gain knowledge and understanding of eligibility requirements and IEP/IFSP requirements.
30. Know the Part C to Part B ²¹ transition process?						<ul style="list-style-type: none"> ▪ Request the Part C and Part B interagency agreement for your county from your ELC Inclusion Specialist. ▪ Support the family in their role when attending the Early Steps transition conference. ▪ Ensure practitioners supports the child and family as they move through the transition.
31. Provide opportunities for practitioners to exchange information and strategies with the new learning environment to support the child's successful transition/adjustment?						<ul style="list-style-type: none"> ▪ Provide time for practitioners to exchange information during and after transition²² with questionnaires, child portfolio, etc. ▪ Encourage practitioners to share information with the receiving provider about the level of supports and strategies that the child needs.

²⁰ **Individual Family Support Plan (IFSP)** - A legal document for children birth to three years of age, who are found eligible for early intervention services. It is written by the family, Early Step service coordinator, and any other therapists and service providers and includes present level, goals, and services provided to the child and family.

²¹ **Part C** is the federal program for infants and toddlers (ages birth through two) with disabilities, in Florida, the Department of Health Early Steps.

Part B is the federal program for assistance for education for children ages three through twenty-one with disabilities, in Florida, the Department of Education, Bureau of Exceptional Education and Student Services (BEES).

²² **Transition** – When a child moves from one classroom or a program to another, such as going from preschool to kindergarten, going from a child care center to a family home care setting. This includes planning, activities, and preparing the child and family.

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Indicator	Rating				How I do this/My notes	Examples, such as
	Always	Usually	Occasionally	Not Yet		
Area: Transition						
<ul style="list-style-type: none"> ▪ Do you... 						
32. Inform the family that they can invite others with knowledge of the child to an IEP/IFSP meeting						<ul style="list-style-type: none"> ▪ Ensure that the family knows that others with knowledge of the child are permitted to attend an IEP/IFSP meeting (see glossary for Specialized Team Care).
Transition Rating Summary					Total:	

Rating Summary

Use this table to summarize your ratings for each area and then review to determine areas of strength and priorities regarding inclusive practices. Based on this review, select indicators that need improvement to develop your plan to improve the quality of inclusive practices.

AREA	# OF ALWAYS	# OF USUALLY	# OF OCCASIONALLY	# OF NOT YET	# OF INDICATORS
ADMINISTRATION					8
ENVIRONMENT					3
FAMILY					6
COLLABORATION AND INTERACTION					5
PROFESSIONAL DEVELOPMENT					4
SCREENING AND ASSESSMENT					2
TRANSITION					4
TOTAL					32

Based on my review, these are the area(s) and/or indicator(s) that I choose to target for improvement.

Your input will help guide our professional development efforts in Florida. Please send a copy of this page to your ELC Warm Line and ELC Inclusion Specialist, making sure there is no identifying information on the form.

Resources

Federal Laws

- Americans with Disabilities Act: www.ada.gov
- Individuals with Disabilities Education Act: www.idea.ed.gov
- Section 504 of the Rehabilitation Act of 1973: <https://www2.ed.gov/about/offices/list/ocr/504faq.html>

Organizations and Associations

- Center for Autism and Related Disorders (CARD): www.centerforautism.com
- Division of Early Childhood (DEC): <http://www.dec-sped.org>
- Family Café: <https://familycafe.net>
- Florida Association for the Education of Young Children (FLAEYC): <http://www.flaeyc.org>
- Florida Department of Education, Bureau of Exceptional Education and Student Services (BEES): <http://fldoe.org/academics/exceptional-student-edu/>
- Florida Department of Health Early Steps: www.floridahealth.gov/programs-and-services/childrens-health/early-steps/index.html
- Florida Diagnostic & Learning Resources System (FDLRS): www.fdlrs.org
- Florida Head Start/Early Head Start: <http://floridaheadstart.org>

- National Association for the Education of Young Children (NAEYC): <http://www.naeyc.org>
- Office of Early Learning: www.floridaearlylearning.com
- Southern Early Childhood Association (SECA): <http://www.southernearlychildhood.org>
- Zero to Three: <https://www.zerotothree.org>

Inclusion

- Child Care Plus The Center on Inclusion in Early Childhood: <http://www.ccplus.org>
- DEC Recommended Practices in Early Intervention/Early Childhood Special Education 2014: http://dec.membershipsoftware.org/files/DEC_RPs_%205-1-14.pdf
- Expulsion Resources Guidance http://www.floridaearlylearning.com/statewide_initiatives/health_and_safety
- Frank Porter Graham Child Development Institute: <http://fpg.unc.edu>
- Early Steps State Office for Ages birth to three: http://www.floridahealth.gov/AlternateSites/CMS-Kids/families/early_steps/early_steps.html
- Head Start Center for Inclusion: <https://depts.washington.edu/hscenter/>

- Technical: Assistance and Training System (TATS) for Ages 3-5: <http://www.tats.ucf.edu>
- The Early Childhood Technical Assistance Center Improving Systems, Practices and Outcomes for Young Children with Disabilities and their Families: <http://www.ectacenter.org/topics/inclusion/default.asp>
- Office of Early Learning Expulsion Position Statement: http://www.floridaearlylearning.com/statewide_initiatives/health_and_safety/expulsion_resources_and_guidance.aspx
- Office of Early Learning Health and Safety Handbooks: http://www.floridaearlylearning.com/statewide_initiatives/health_and_safety/health_and_safety_checklists_handbooks_and_forms.aspx
- ADA Compliant Playground: <http://playgroundsafety.org/standards/ada>
- More on Playgrounds from Access Advocates <http://accessadvocates.com/ada-compliance-for-playgrounds/>

Transition from Part C (birth to age three) to Part B (ages three to five)

- Early Childhood Technical Assistance Center: <http://ectacenter.org/topics/transition/transition.asp>
- Florida Department of Education Technical Assistance Paper: Transition from Early Steps to the School District Prekindergarten Program for Children with Disabilities or Other Programs:

<http://www.fldoe.org/core/fileparse.php/7571/urlt/0086199-transitiontap910.pdf>

- Florida's Transition Project: <http://www.floridatransitionproject.ucf.edu/tats.html>
- Tools for Early Steps Teams TEST Toolkit: <http://www.cpeip.fsu.edu/earllysteps/testtoolkit/test/plan-for-transitions.html>

Transition to Kindergarten

- Early Childhood News: http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=477
- NAEYC: <http://families.naeyc.org/learning-and-development/child-development/transitioning-kindergarten>

Universal Design for Learning (UDL)

- CAST about Universal Design for Learning: <http://www.cast.org/our-work/about-udl.html#.VvGC-sc7pg0>
- National Center on Universal Design for Learning: <http://www.udlcenter.org>
- Technical Assistance and Training System, Products: <http://www.tats.ucf.edu/products.cfm>
- Universal Design for Learning: Recommendations for Teacher Preparation and Professional Development: http://cedar.education.ufl.edu/wp-content/uploads/2014/08/IC-7_FINAL_08-27-14.pdf

Links included in footnotes

- Child Care Resource and Referral:
www.floridaearlylearning.com/ccrr.aspx or (toll free) 866-957-3239.
- Commonly Asked Questions about Child Care Centers and the Americans with Disabilities Act:
<https://www.ada.gov/childqanda.htm>
- Early Learning and Developmental Standards:
http://www.floridaearlylearning.com/parents/parent_resources/floridas_early_learning_and_development_standards_birth_to_five.aspx
- Florida Department of Children and Families, Training and Registry: [www.https://training01-dcf.myflorida.com/student/site/admin/login.jsf](https://training01-dcf.myflorida.com/student/site/admin/login.jsf)
- Florida Department of Education, List of District Websites and Superintendents:
<http://www.fldoe.org/accountability/data-sys/school-dis-data/superintendents.stml>
- Florida Pre-K disability district contacts:
<http://app4fldoe.org/EESSEContacts/>
- School Readiness Curriculum Approval:
http://www.floridaearlylearning.com/providers/provider_resources/school_readiness_curriculum.aspx

Glossary

- **Ages & Stages Questionnaires®** -- Social-Emotional, Second Edition are parent-completed questionnaires that reliably identify young children at risk for social or emotional difficulties
- **Adaptations** – Changes or modifications to activities or materials which allow all children to participate.
- **Assessment** – Collecting information about a child to make informed decisions on how to work with the child, what activities are appropriate for the child, and to measure learning gains.
- **Classroom Assessment Scoring System (CLASS)** – an observational instrument to assess classroom quality in PK-12 classrooms. (<http://teachstone.com/class>)
- **Daily Transitions** – Children moving from one activity to another, such as children going from circle time to centers and going from indoors to outdoors.
- **Dismissal** – Removal of a child from a learning program due to factors other than the child’s behavior
- **Expulsion** – Terminating the enrollment of a child or family in a learning program due to challenging behavior or health condition.
- **Individual Educational Plan (IEP)** - A legal document for children ages 3-21, who are found eligible for special education services. It is written by the IEP team and includes present level, annual goals, supports and services provided to the child. It must be reviewed at least annually.
- **IEP Team** - Includes the parent, ESE teacher, general education teacher, district representative, someone to interpret evaluations and educational implications, and any therapists, or other service providers.
- **Individual Family Support Plan (IFSP)** - A legal document for children birth to three years of age, who are found eligible for early intervention services. It is written by the family, Early Step service coordinator, and any other therapists and service providers and includes present level, goals, and services provided to the child and family.
- **Learning Environment** – Any setting where children spend time, such as classrooms, playgrounds, eating areas and outside activity areas.
- **Part B** – The federal program for assistance for education for children ages three through twenty-one with disabilities, in Florida, the Department of Education, Bureau of Exceptional Education and Student Services (BEES).
- **Part C** – The federal program for infants and toddlers (ages birth through two) with disabilities, in Florida, the Department of Health Early Steps
- **Sensory Input** – Taking in and organizing information through the senses (auditory - hearing, visual- seeing, tactile - touching, olfactory - smelling, taste, proprioceptive-body awareness, vestibular-balance and movement).
- **Sensory Needs** - Difficulty in organizing and responding to information from the senses that interferes with learning. (i.e., easily distracted by sounds or activity, fidgety or

trouble staying in a chair, difficulty with transitions or new experiences, etc.).

- **Service Providers** – Any professional who provides supports and/or services to a child and/or care giver in the **learning environment** such as physical therapists (PT), occupational therapists (OT), speech/language therapists (SLP), social workers, mental health professionals, applied behavior analysts (ABA), early intervention specialist, early childhood special education specialist, and nurse.
- **Specialized Care Team** – Group of individuals who work together to plan for individual needs and goals of a child. This may include family, teachers, early intervention specialists (ITDS), early childhood special education specialist, directors, paraprofessionals, physical therapists (PT), occupational therapists (OT), speech/language therapists (SLP), social workers, mental health professionals, applied behavior analysts (ABA), nurse, Early Steps, FDLRS, ELC and any other professionals working with a child.
- **Supports** - Materials, scheduling, visual directions, visual schedule, communication board, or other special equipment to help children be successful in the classroom.
- **Suspension** – Reductions in the amount of time a child may attend the regular learning program. Examples of “suspension” could include the following consequences for behavior challenges: asking a family member to pick up a child immediately and/or asking a child to not return to school for a specific period.
- **Tiered Instruction** – Within a multi-tiered system of supports, resources are allocated in direct proportion to

student needs. Data collected at each tier are used to measure the efficacy of the supports to that meaningful decisions can be made about which instruction and interventions should be maintained and layered. The multi-tiered system involves the systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports.

- **Transition** – When a child moves from one classroom or a program to another, such as going from preschool to kindergarten, going from a child care center to a family home care setting. This includes planning, activities, and preparing the child and family.
- **Universal Design for Learning (UDL)** – Planning from the start to provide developmentally appropriate learning environments and interactions that are meaningful and intentional for all children.
- **Withdrawal** – Parental removal of a child from an early learning program.

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