

You Had Me at “Hello”: Building Relationships and Strengthening Inclusive Practices

Anabel Espinosa, Ph.D, Director

Maria “Lucy” Schrack, M.Ed., Manager



Objectives

ONE

- Participants will **identify** the inclusion supports offered at their respective agencies and identify potential gaps
- *How is inclusion being supported in your programs?*

TWO

- Participants will **examine** community partnerships for cultural reciprocity.
- *Are the established roles of agency partners and practitioners valued, respected and supported?*

THREE

- Participants will **develop** one (1) action item to address at least one of the identified gaps
- *What can be done to improve inclusive practices in your program?*

What is Inclusion?

“Diversity is where everyone is invited to the party. Equity means that everyone gets to contribute to the play list. And **inclusion** means that everyone has the opportunity to dance”.

Robert Sellers, *Chief Diversity Officer*,
University of Michigan

Why does Inclusion/Inclusive Practice Matter?

- The Center for Disease Control (CDC, 2017) estimates 1 in every 6 children, ages 3-17, have one or more developmental disabilities.
- But, 2015-2016 data for the state of Florida identified 39,359 children, ages 3-5, as eligible for Part B services (Early Intervention)

That is 15% of children ages 3-17

That is 5-6% of children ages 3-5

Where are the children?

We **already** serve children with developmental delays and disabilities across our community!

- Specialized early care and education settings
- Committed partnerships
- Private early care and education settings



Where are the Gaps?

Screening

Referral

Evaluation

Parental
Rights

Consent

Parent
Consent

Exclusionary
Practices

Stigma

Teacher
Efficacy

Ongoing
TA/Support

Wait Time



The BPIECE Support Services

The tool

Best
Practices in
Inclusive
Early
Childhood
Education



What is the BPIECE?

- **Adapted** from school-age BPIE (Best Practices in Inclusive Education)
- **Self-Assessment** Tool for Practitioners
- **Bridge** between research and inclusion practices in early care and education settings
- Builds on foundation of **high quality early childhood education**
- On going **self reflection**
- Self identify areas of **strength**
- Self identify areas of **priority** regarding inclusion

What is being assessed?

BPIECE Practitioner

- Environment
- Family
- Collaboration
- Interaction
- Instruction
- Screening & Assessment
- Transition

BPIECE Director

- Administration
- Environment
- Family
- Collaboration & Interaction
- Professional Development
- Screening & Assessment
- Transition

Who should complete the BPIECE?

Directors and classroom teachers use the tool to self assess but, WE are providing support.



How should the BPIECE be completed?

- **Read and rate indicators**
 - **Always**- I use this practice all of 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 don't know what it is*

Understanding the BPIECE

- ✓ Available in English and Spanish*
- ✓ Footnote definitions at the bottom of select pages
- ✓ Glossary
- ✓ Multiple examples for each indicator

**Practitioner Only*



The Goal: Using the BPIECE to Support Inclusion

Disseminate the BPIECE and provide technical assistance and coaching around the tool.

Increase capacity and teaching efficacy around Inclusion and supporting children with disabilities

Provide families with a comprehensive list of programs with the will and skill to drive inclusive practices

Theory to Practice: Year 1, 2019-2020

Quality Programs for School Readiness

Two (2) Full Time Employees

10 Program Caseload Per Specialist

20-24 week duration

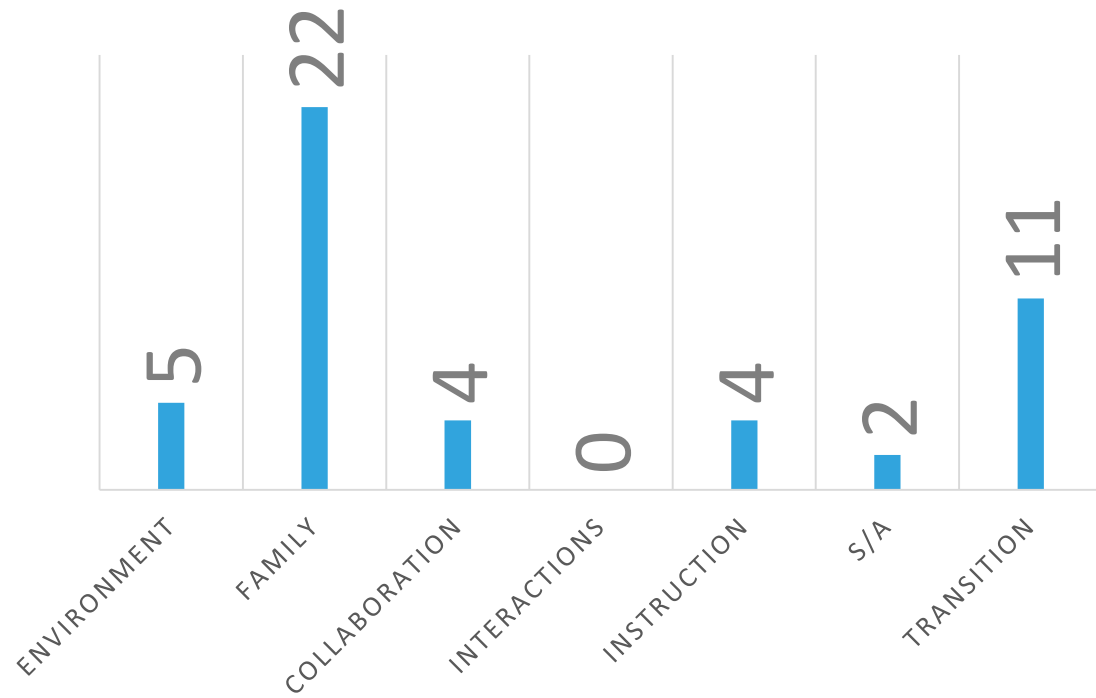
3 Cohorts per year

Voluntary Participation- Self Selection

BPIECE Support Needs : Cohort 1

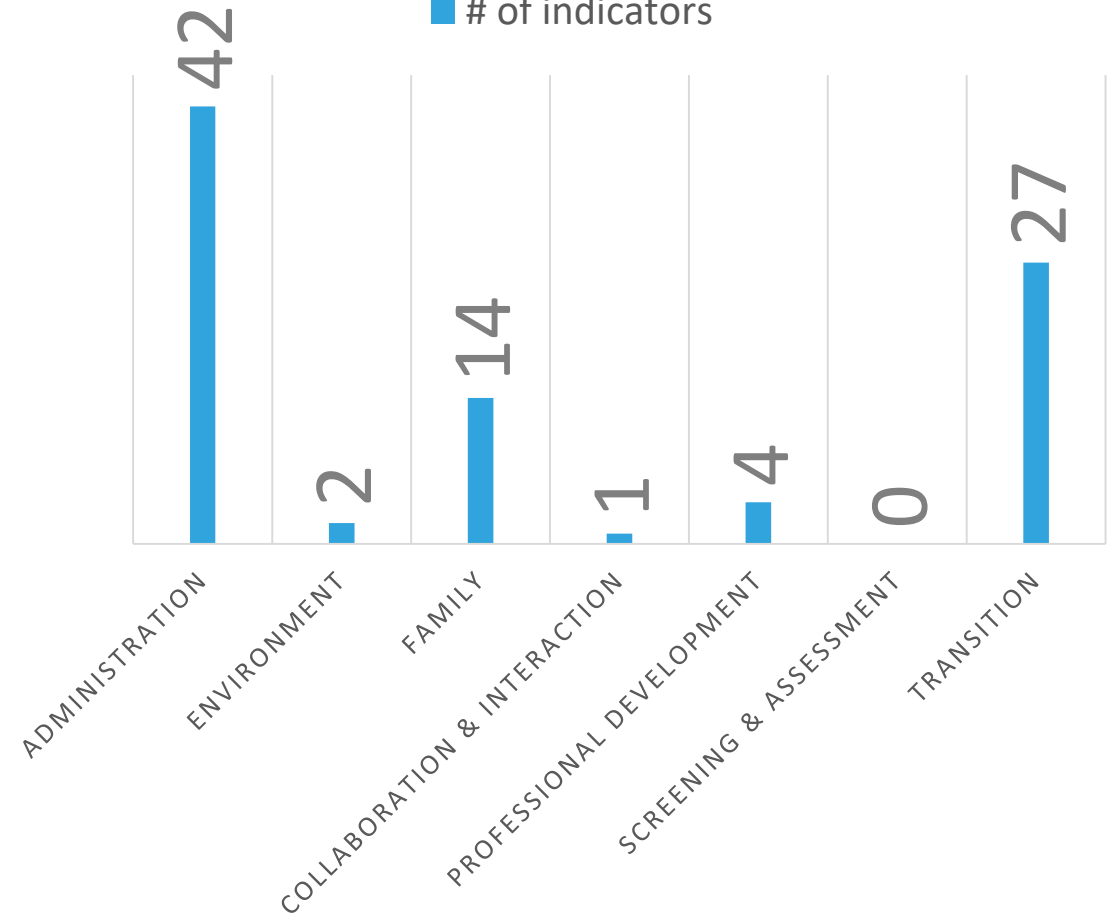
PRACTITIONER

■ # of indicators



DIRECTOR

■ # of indicators



Implementation Timeline: Year 1, 2019-2020

- Weeks 1-4 (varies 2-6 hours per week)
 - Generate list of programs within geographical target area
 - Assign zip codes
 - Schedule initial visits
- Weeks 5-12 (varies 2-6 hours per week)
 - Complete BPIECE Director Tool
 - Complete BPIECE Provider Tool
- Weeks 13-20 (varies 2-6 hours per week)
 - Provide Technical Assistance
- Weeks 21-24 (varies 2-6 hours per week)
 - Review and close goals

Where did we thrive?

Cohort 1 (n=19)

Planning

Zip code

Success rate for participants

Interest

Cohort 2 (n=22)

Having buy-in before initial call

Learning curve for internal team

Resources- availability and access

Where did we struggle?

Cohort 1 (n=19)

Obtaining
buy-in is time
intensive

Participation
and Attrition

Project
Management

Professional
Development

Follow-Up

Cohort 2 (n=21)

Professional
Development

Distribution of cohort size

Service Delivery Timeline

Major Takeaways



“The key to creating reciprocal relationships is a mutual respect and appreciation for the common goal of providing the best experiences and resources for children.” -NAEYC



Relationships First!

Accommodations

Gratitude

Value

Personal

Intentional

Collaborate

Cultural
Reciprocity

Relationships First!

- **Provide accommodations and meet them where they are.** Understand providers who are participating are already overwhelmed with various programs and this may not be a priority. Listen to their concerns, provide assistance in any way possible, and work around their needs.
 - **Affirm your Intention.** Let them know you are eager to partner with them, appreciate their support, and look forward to working together.
- Always remember to be culturally sensitive and respectful!**

Relationships...still first

- **Always thank practitioners for their time and for meeting with you.** Sometimes a 10:00am appointment begins at 10:30, a 2-hour meeting becomes 3 hours, or a meeting needs to be cut short. Never show distress to provider or act inconvenienced by this, be gracious of their time.
- **Discuss the importance of the program.** Children with disabilities are already attending the program, whether or not they are diagnosed. This tool is used to assist directors and practitioners in becoming more knowledgeable on working with children with various needs.

Relationships are first again!

- **Make personal contact when possible.** Phone calls and face to face meetings are more valuable than e-mails.
- **Assure them that this is a true collaboration.** We are there to work hand in hand and provide support to meet the goals, not to assess and give them extra work.
- **Call various providers in selected area (per cohort) to introduce program and gain interest.** Warm-Line Specialist calls various centers to share BPIECE program pilot and explain that although it is voluntary, it is beneficial as a way to improve quality for their center.

Year Two, 2020-2021: Goals

Marketing

BPIECE Flyers Distribution @ Community Events

Email BPIECE Flyers

Eblasts w/ BPIECE Program Info

Collaborate with other departments

Share with other community partners to increase referral reach

Target providers who self-identity in Child Care Resource and Referral Profile

Building Momentum

Participation Letter

Certificate of Completion

Special Needs Rate

Transition to Kindergarten

Develop Waitlist

Responsibilities



HSPPS Related to Children with Disabilities

- Individualization and full inclusion in Education and Child Development Program Services (1302 Subpart C)
- Providing supports for children with significant delays who are not eligible for IDEA [1302.33 (a)(5)(i)(ii)]
- Additional Services for Children with Disabilities (1302 Subpart F)
- Transition Services (1302 Subpart G)
- Coordinated Approaches in Program Management and Quality Improvement (1302 Subpart J)
- Transportation (1303 Subpart F)

Subpart J- Program Management and Quality Improvement

1302.100 Purpose.

A program must provide management and a process of ongoing monitoring and continuous improvement for achieving program goals that ensures child safety and the delivery of effective high quality program services.



Subpart J- Program Management and Quality Improvement

1302.101

(b) Coordinated Approaches

At the beginning of each year, and on an ongoing basis throughout the year; a program must design and implement program wide coordinated approaches...



Subpart J- Program Management and Quality Improvement

1302.101 (b)(3)

Coordinated approaches that ensure...

The full and effective participation of all children with disabilities, including but not limited to children eligible for services under IDEA, by providing services with appropriate facilities, program materials, curriculum instruction, staffing supervision and partnerships at a minimum consistent with section 504 of the Americans with Disabilities Act;



Florida State Statute 1002.84

- 4) Establish a regional Warm-Line as directed by the office pursuant to s. [1002.82](#)(2)(r). Regional Warm-Line staff shall provide onsite technical assistance, when requested, to assist child care facilities and family day care homes with inquiries relating to the strategies, curriculum, and environmental adaptations the child care facilities and family day care homes may need as they serve children with disabilities and other special needs.
- (5) Establish an age-appropriate screening, for children ages birth to 5 years, of each child's development and an appropriate referral process for children with identified delays. Such screening shall not be a requirement of entry into the school readiness program and shall be only given with parental consent.

Q & A



Contact Us

- Screening, Inclusion and Assessment
Anabel Espinosa, Ph.D. Director
305-646-7220, ext. 2321
aespinosa@elcmdm.org
- Inclusion & VPK SIS
Maria “Lucy” Schrack, M.Ed., Inclusion Manager
305-646-7220, ext. 2305
mschrack@elcmdm.org