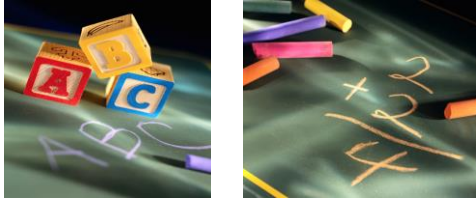


## New Jersey Inclusive Child Care Project (NJICCP)



*“A little Support Goes A Long Way”*

## Goal for Today



Better understand the laws that support inclusion

Implement simple adaptations and accommodations that can be easily incorporated in children's programs and routines

Create learning environments appropriate for all children, especially those with disabilities.

## How Do We Support Children

- Laws & Legislation
- Accommodations
- Supports
- Training
- Communication & Sharing

## Why is it important for parents to know the law?

- Parents as **consumers**: know your rights and your children's rights
- Parents as **advocates**: partner with schools to ensure your children's success
- Parents as **force for change**: participate in planning efforts



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## Overview of Key Federal Legislation

- The Rehabilitation Act of 1973
- The Education of All Handicapped Children Act of 1975
- The Education of the Handicapped Amendments of 1983
- The Handicapped Children's Protection Act of 1986
- The Education of the Handicapped Amendments of 1986
- The Education of the Handicapped Amendments of 1990
- The Americans with Disabilities Act of 1990
- IDEA Amendments of 1997
- No Child Left Behind Act, 2001
- IDEIA (Individual with Disabilities Education Improvement Act) Amendments of 2004

## Section 504 of the Rehabilitation Act of 1973

Provides that:

“ No otherwise qualified individual with handicaps in the United States...shall, solely by reason of his or her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...”



## How Do We Support Children

- Laws & Legislation
- Accommodations/Adaptations
  - Supports
  - Training on teaching strategies
    - Tiered teaching
    - Embedded interventions
  - Communication & Sharing

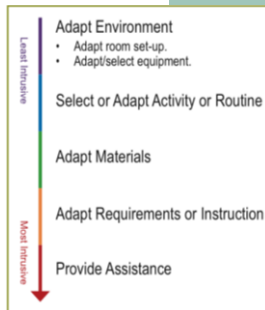
## Adaptations Help All Children

- Adaptations allow teachers to do the same things that they would do with all children—facilitate their participation in activities and routines. Adaptations can be used to:
  - Make situations better for a particular child.
  - Improve situations for the entire group.

## Adaptation Continuum

### The Goal:

Use the least intrusive adaptation. If an adaptation is not having the result you want, try the next least intrusive adaptation.



## Prevention Strategies-Reduce Escape/Avoidance

- Modify expectations, materials, instructions, seating arrangements, ways child is expected to respond.
- Use **timers** or reinforcement delay signal to let child know when access to activity, object, attention, etc., will occur.
- Review **rules**
- Use **choice**, manipulative, peer support, child interests, etc., to reduce desire to escape.
- Reduce distractions or competing events, materials, etc., provide **visual guidance**.

## Accommodations & Supports Children with Challenging Behaviors

- First
  - Realize children behave differently
  - Determine behavior that is challenging
- Arranging Space and Materials
  - Set up well-defined, spacious and attractive activity areas
  - Create a quiet place so child can concentrate
- Teaching Strategies
  - Ensure expectations are appropriate
  - Simple rules; provide clear one-step directions
- Interacting
  - Give attention when child is behaving appropriately

## Accommodations & Supports Special Communication Needs

- First, meet with families
  - How does child communicate at home, is speech therapist involved
- Environment
  - Create exploring environment with a variety of toys/materials; rotate these often
- Teaching Strategies
  - Respond enthusiastically to child; talk about what you are doing; describe what child is doing; label items; ask question; listen and expand on what child says
- Interacting
  - Be patient; pay attention; model appropriately

## Accommodations & Supports Physical and or Mental Disabilities

- Environment
  - Make sure enough room for special equipment
  - Provide a fun but predictable environment
- Teaching Strategies
  - Encourage functional/appropriate use of toys
  - Stress independence
  - Encourage choices
- Interacting
  - Use simple short sentences

## Parents are Powerful Partners!

- **Thirty years of research show parental participation improves student outcomes**
- **Children with involved parents have better grades, long-term academic success, attitudes, and behaviors than children with disinterested parents**
- **All parents want their children to be successful**
- **In many communities parent partnerships decline across grades, nearly invisible at high school grades – our young people deserve our continued advocacy and involvement**

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## References & Resources

- Center on the Social and Emotional Foundations for Early Learning (CSEFEL) [www.vanderbilt.edu/csefel/](http://www.vanderbilt.edu/csefel/)
- Division for Early Childhood, Council for Exceptional Children [www.dec-sped.org](http://www.dec-sped.org)
- Education Law Center, [www.Edlaw.org](http://www.Edlaw.org)
- National Association for the Education of Young Children (NAEYC) [www.naeyc.org](http://www.naeyc.org)
- National Dissemination Center for Children with Disabilities (NICHY) [www.nichcy.org](http://www.nichcy.org)
- National Early Childhood Technical Assistance Center (NECTAC) [www.nectac.org](http://www.nectac.org)
- UNC FPG Child Development Institute [www.fpg.unc.edu](http://www.fpg.unc.edu)