REFLECTION GUIDE

Leveraging Federal Guidance to Support High Quality Inclusion in Your Program

OBJECTIVES

- Understand the key federal policies and guidance related to the inclusion of children with disabilities in early childhood programs.
- Explain what inclusion is and the importance of including children with disabilities in early childhood programs
- Identify and develop strategies to implement inclusive programming that aligns with federal guidance and recommendations.
- Reflect on current inclusion practices to identify areas for improvement.
- Identify resources and supports to enhance inclusive practices.

SESSION 1 REFLECTION

Defining Inclusion

What words stand out to you?

What would your definition of inclusion include?

Given the strong directive in this policy statement, how and where could you use this language to support/advance inclusion in your program?

How does the scientific basis for inclusion align with your experiences? What are your takeaways?

How do you work with community-based organizations like Head Start or private childcare programs? (or vice versa if you are currently a part of a community-based organization)

What are your reflections after watching the story **Lea Goes to School**?

Improving Inclusion in My Program

How is my program supporting high quality inclusive programming?	What areas would I like to investigate further to improve inclusion in my program?

After viewing Section 1, please finish the following sentence:

Inclusion is _____ and I want to _____ to promote high quality inclusion in my program.

SESSION 2 REFLECTION

Reflecting on Last Session

What was the most impactful thing you learned thus far?

Recommendations for Local Action & Resources

1. Establish an Inclusion Leadership Team and Vision for Inclusion

How does the vision in the policy statement align to the vision of inclusion in your work? How could the vision be used to guide your work around inclusion?

2. Develop Formal Collaborations with Community Partners

Illinois Preschool for All Implementation Manual

Guidance on Creating an Effective Memorandum of Understanding (MOU) to Support High-quality Inclusive Early Childhood Systems

3. Support Family Engagement and Partnerships

Understanding Inclusion Module

4. Ensure Policies and Procedures Support the Provision of Services in Inclusive Settings

Illinois State Board of Education Inclusion/LRE

Guiding Questions for Discussion Services in Least Restrict Environment

5. Review and Adjust Resource Allocations

Which of the questions on pg. 38 of the policy statement might be most helpful for your program/community when thinking about resource allocations?

6. Establish and Appropriate Staffing Structure and Strengthen Staff Collaboration

Illinois State Board of Education Inclusion Models & Guidance

7. Ensure Access to Specialized Supports

The More the Merrier (Article)

ECTA Practice Checklists

8. Enhance Supports for the Workforce

Illinois State Board of Education

Early CHOICES

Illinois STAR NET

Start Early

Early Childhood Professional Learning (ECPL)

Early Intervention Training Program (EITP)

INCCRRA

9. Assess and Improve the Quality of Inclusion in Early Childhood Programs through Data Collection and Use

Inclusive Classroom Profile

10. Support the Transition into the Early Elementary School Grades

- **Transition to Kindergarten**

Is there a specific recommendation from the policy statement that you are specifically working on or would like to work on more intentionally?

RESOURCES

- **Federal Guidance Document** (Full Text)
- **Early CHOICES One-Pager** (Summary of Guidance)
- **What Makes Inclusion Work** (Overview)
- **What Makes Inclusion Work** (Resources)
- **Dear Colleague Letter on Mixed Delivery**
- **Strategic Plan Outline 2019**
- **Illinois Inclusion Brochure** (Available in English, Spanish, Polish, French, Arabic, & Urdu)