Professional Development Frameworks that Support Inclusion in QRIS: A Three-State Perspective

DEC Conference

Louisville, Kentucky

Presenters

- Gary Glasenapp, Oregon QRIS Project Coordinator, The Research Institute at Western Oregon University. glaseng@wou.edu
- Melissa Crist, Inclusion Specialist, University of Idaho's Center on Disabilities and Human Development, IdahoSTARS Project. mcrist@uidaho.edu
- Heather Smith Googe, Program Director, South Carolina Inclusion Collaborative. googe@mailbox.sc.edu

Welcome and Introductions

- EI practitioner
- ECSE practitioner
- Related service provider
- EC professional
- Higher Education faculty
- Researcher
- Graduate student
- Families
- Other?
- Heard about or know what a QRIS is

What do you hope to learn in this session?

What specific questions do you have that you want to be sure are addressed today?

Session Objectives

- Participants will:
  - Review the definition and purposes of QRIS and how they address the inclusion of children with disabilities.
  - Examine the inclusion of children with developmental delays and disabilities as it relate to diversity and equity within state QRIS.
  - Identify innovative PD frameworks to support inclusion within QRIS.
  - Identify implications for providing relevant professional development to early care and education personnel in their state's QRIS.

National Definition from U.S. Department of Education and Health and Human Services

"Inclusion in early childhood programs refers to including children with disabilities in early childhood programs, together with their peers without disabilities; holding high expectations and intentionally promoting participation in all learning and social activities, facilitated by individualized accommodations; and using evidence-based services and supports to foster their development (cognitive, language, communication, physical, behavioral, and social-emotional),friendships with peers, and sense of belonging. This applies to all young children with disabilities, from those with the mildest disabilities, to those with the most significant disabilities." (p.3)

U.S. Department of Health and Human Services, U.S. Department of Education. (2015). Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs. Retrieved from http://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf

Early Childhood Inclusion DEC/NAEYC Definition

"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." (p.2)

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.

Access to High Quality Programs

It is the U.S. Department of Health and Human Services, U.S. Department of Education's position that "all young children with disabilities should have access to inclusive high-quality early childhood programs, where they are provided with individualized and appropriate support in meeting high expectations." (p.1)

U.S. Department of Health and Human Services, U.S. Department of Education. (2015). Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs. Retrieved from http://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf

Quality Of Inclusive Early Childhood Programs

"There is some empirical evidence to show that the quality of early childhood programs that enroll young children with disabilities generally is as good as, or slightly better than, the quality of programs that do not enroll these children." (NPDI, 2009,p. 4)

National Professional Development Center on Inclusion. (2009). Why program quality matters for early childhood inclusion: Recommendations for professional development. Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author. Retrieved from http://community.fpg.unc.edu/npdci.

Status of Early Childhood Inclusion

- In 2013, 65.9% of children 3-5 with disabilities were in regular early childhood programs for some time.
- 38.1% attended a regular program at least 10 hours per week and received majority of special education and related services in regular EC programs.

U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, *37th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2015,* Washington, D.C. 2015

- Data trends over the past three decades indicate that the percentage of preschool children with disabilities who receive ECSE services in general EC programs **has remained largely unchanged**.

Barton, E.E. & Smith, B.J. (2015). Advancing high quality preschool inclusion: A discussion and recommendations for the field. *Topics in Early Childhood Special Education.* 35(2), 69-78. doi:10.1177/0271121415583048.

State QRIS and Equity

- State QRIS look to be equitable and support the needs of diverse populations – children and families "furthest from opportunity."
- QRIS can increase the quality of early childhood programs.
- QRIS can increase the number of potential placement options.

What is a QRIS?

- A systematic approach to assess, improve and communicate the level of quality in early and school-age care and education programs.

National Center on Early Childhood Quality Assurance. U.S Department of Health and Human Services, Administration for Children and Families. Retrieved from https://qrisguide.acf.hhs.gov/

- Five common elements of QRIS
  1. Program Standards
  2. Supports for Programs
  3. Financial Incentives
  4. Quality Assurance & Monitoring
  5. Consumer Education

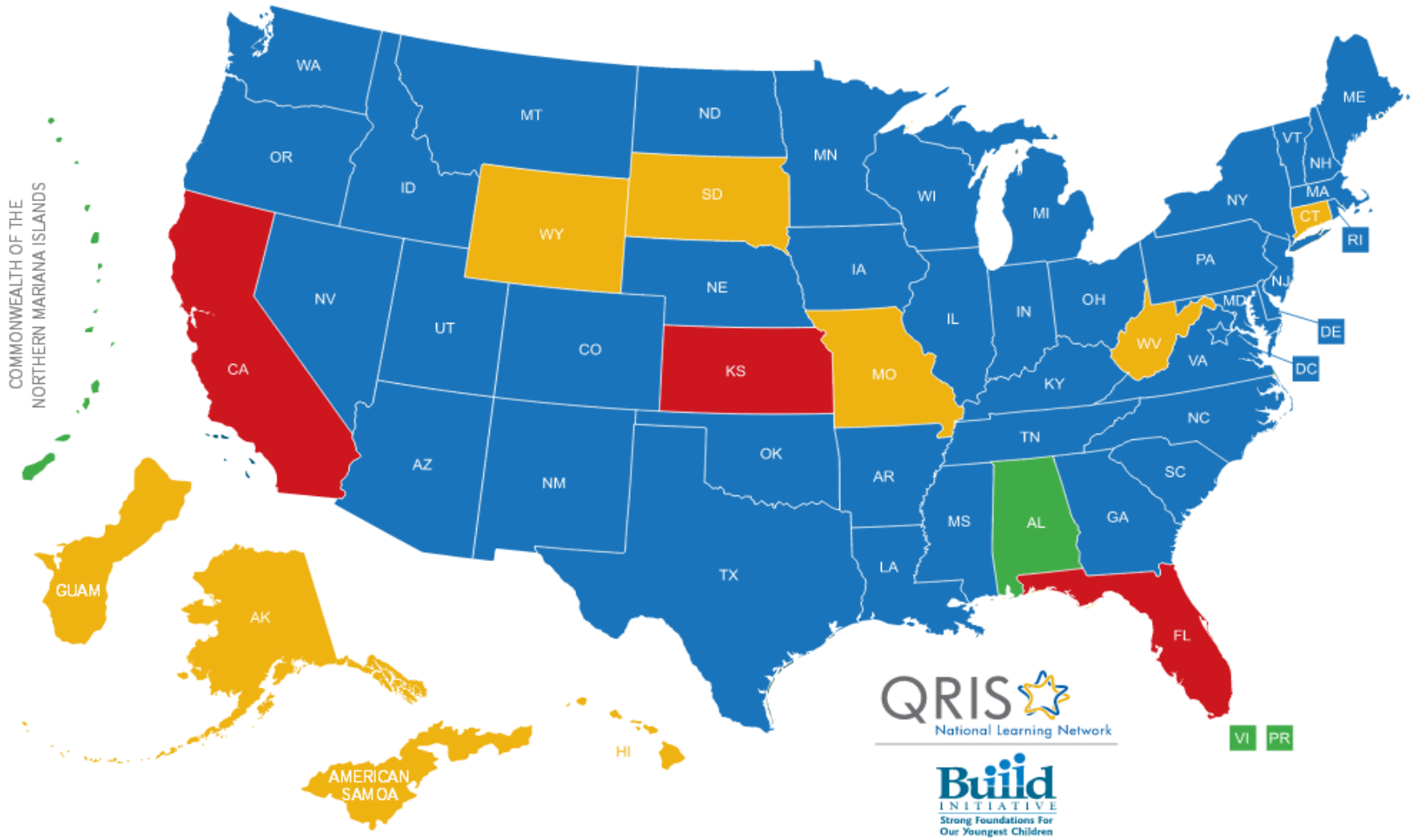
Background Information

- Each state establishes its own QRIS standards and approaches to rating quality of programs.
  - Definitions of quality, criteria, and designation levels vary nationally.
- States vary in their level of incorporating standards supporting inclusion as a specific component of their QRIS.
  - Only 29 of 42 states with QRIS indicated any substantive reference to inclusive practices in their design.
- Many states are refining QRIS systems, including efforts to strengthen criteria for determining the quality of inclusive practices.

Horowitz, M. & Squires, J. (2014). *QRIS and inclusion: Do state QRIS standards support the learning needs of all children?* (CEELO FastFact). New Brunswick, NJ: Center on Enhancing Early Learning Outcomes.

Current Status of QRIS in States

May 2016



QRIS National Learning Network

Build Initiative
Strong Foundations For Our Youngest Children

Statewide | Counties/Localities/Regions | Pilot | Planning | Requires Legislative Action to Implement a QRIS

Oregon's QRIS Professional Development Framework to Support Inclusion

Oregon's QRIS

- Race to the Top Early Learning Challenge federal grant.
  - Funded 2012
  - Systems building money for early childhood in Oregon
- Voluntary system.

QRIS
Oregon's Quality Rating and Improvement System

Oregon's QRIS Goals

Goals:

- Raise the quality of child care in early learning and school age programs.
- Provide resources and supports to improve programs.
- Recognize program quality through rating system.

Because:

- Quality programs serve and support the needs of all children, including children with disabilities.

QRIS
Oregon's Quality Rating and Improvement System

QRIS Components

Building Block with 5 Tiers

5 Domains

Multiple Versions of Materials

Quality Improvement

Quality Improvement Plans

Self- Assessments

Supports

Quality Rating

Portfolio System of Documentation

Incentives

Oregon's QRIS 5 Tier Building Block System

QRIS Domains and Standards

Children's Learning and Development	• 12 Standards
Health and Safety	• 6 Standards
Personnel Qualifications	• 5 Standards
Family Partnerships	• 4 Standards
Administration and Business Practices	• 6 Standards

How Oregon's QRIS Addresses Children with Disabilities and Their Families

- Based on premise that inclusion of children with disabilities should be part of Oregon's QRIS.
- Oregon's QRIS addresses the needs of **ALL** children and families.
- No separate Domain for children with disabilities.
- Woven throughout Domains and Standards.
- Ensure quality rating frameworks are inclusive.

Inclusive Oregon QRIS Programs

Total Programs in QRIS	**1387**
Number Serving at least one Child on IFSP/IEP	**532**
Percent	**38.4%**

Data as of 9/28/16

Addressing Inclusion in Oregon's QRIS

- Inclusive program philosophy.
- Accessible environment.
- Modifications/accommodations/adaptations to materials, activities, curriculum.
- Collaboration with EI/ECSE consultants and related service providers.
- Support needs of families.

Professional Development Framework

- Training and TA to implement inclusive practices.
  - CCR&R system
  - Early Learning Hubs & Focused Networks
  - Oregon Department of Education (EI/ECSE)
  - Education Service Districts (ESDs)
  - Oregon Center for Career Development (OCCD)
  - Inclusive Child Care Program (ICCP)

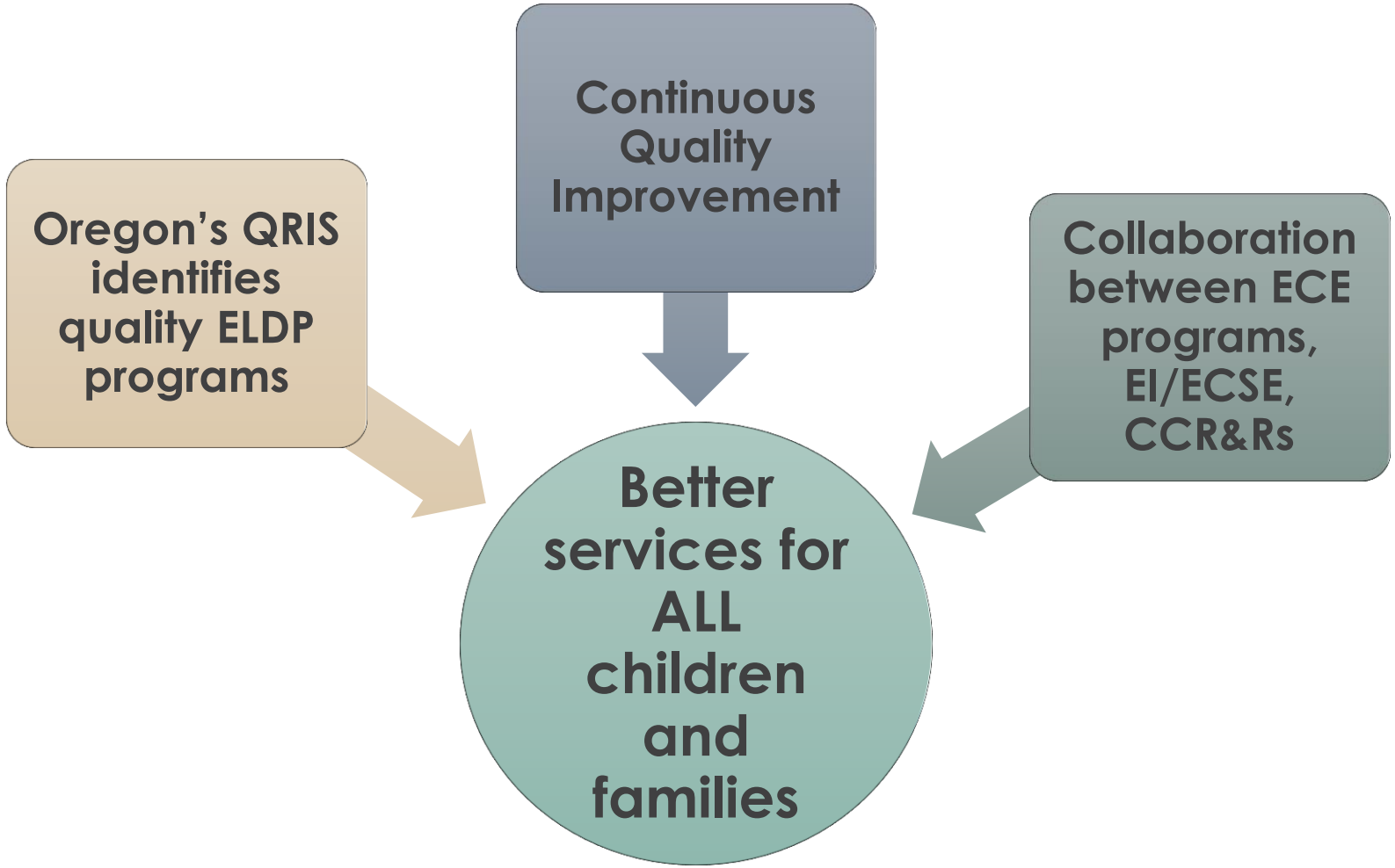
Meeting Programs Where They're At

- Levels of TA
  - Introductory/awareness
  - Knowledge
  - Skill

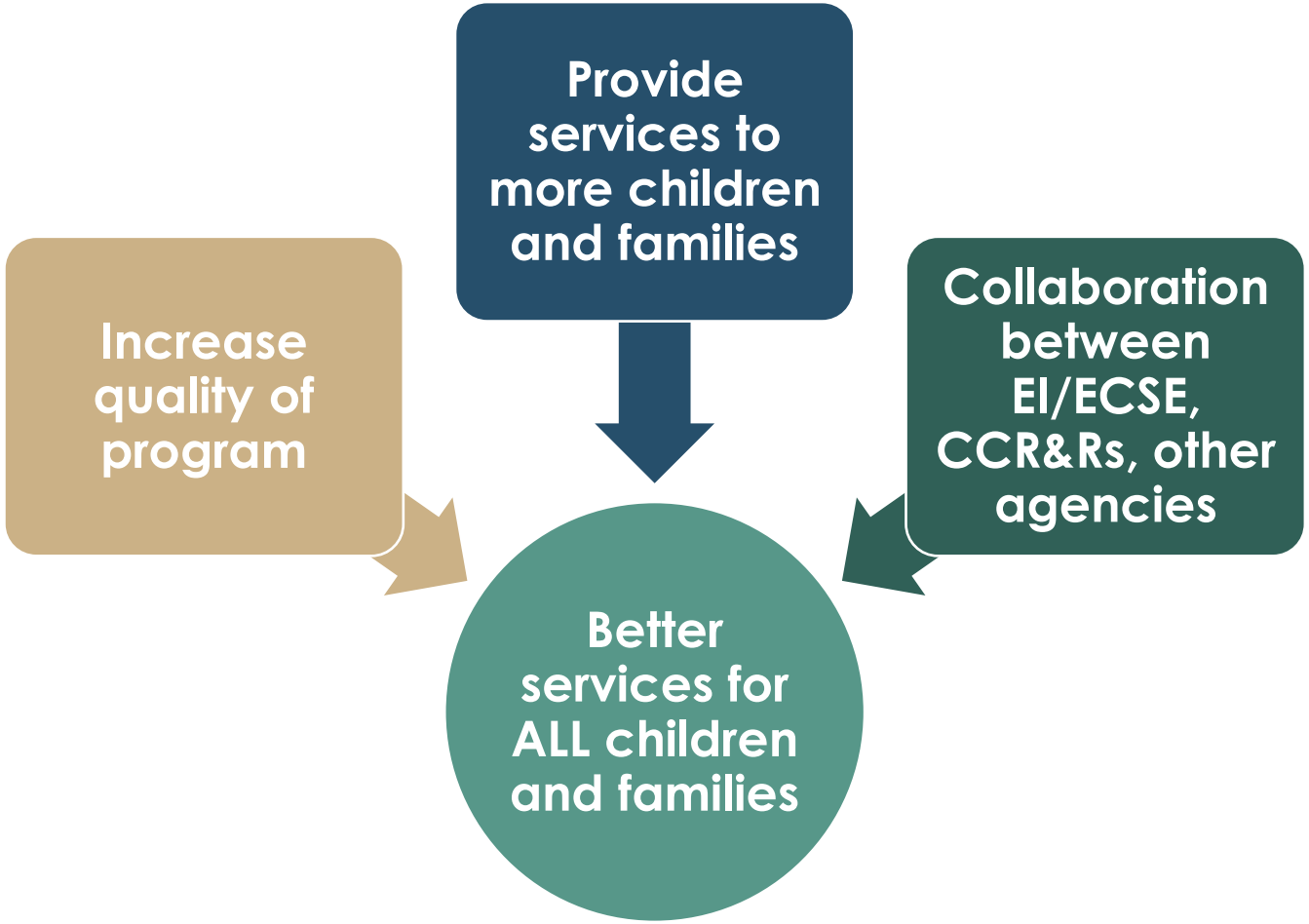
Coordinated Early Childhood PD System

- Through QRIS, Oregon is continuing to build a coordinated Early Childhood Professional System.
  - Building common knowledge and competencies for EC providers.
  - Ensuring that certifications, credentials and work force programs have a strong focus on inclusion.
  - Insuring that personnel qualifications facilitate inclusion.
  - The state has a strong focus on a cross sector approach for professional development and TA.

Implications of Oregon's QRIS for EI/ECSE Staff



Implications of Oregon's QRIS for Supporting Children with Disabilities in Community Programs



Find Out More!

www.oregonqris.org

Idaho

Melissa Crist, MS
University of Idaho
Center on Disabilities and Human Development
IdahoSTARS Project

IDAHO STARS

Steps to Quality

Quality Indicators

Step 1

- No Indicator

Step 2

- Information and resources specific to each community are available to families.

Step 3

- Inclusion statement is included in program's policies and procedures.
- Staff agree to practice confidentiality as outlined in program's confidentiality statement.

Quality Indicators

Step 4

- Inclusion Readiness Checklist is completed for each classroom annually.

Step 5

- Child Inclusion Plans are completed with families for children with diverse abilities in each classroom annually.

Step 6

- Accredited Programs

Essential Trainings

Modules

Module 1: Embedded Interventions

Learn about the practice of embedded interventions to help children participate in a variety of early learning opportunities and environments promoting high quality inclusion.

Go to Module >

Available in Spanish
Available in Portugese
简体中文

Essential Knowledge

Access for all children to inclusive settings includes offering a range of activities and environments, removing physical barriers and offering multiple ways of promoting learning and development.

ADA and IDEA mandate access to child care programs and support inclusive practice.

Best Practices

- Develop inclusion policies that value enrollment and participation of children with diverse abilities

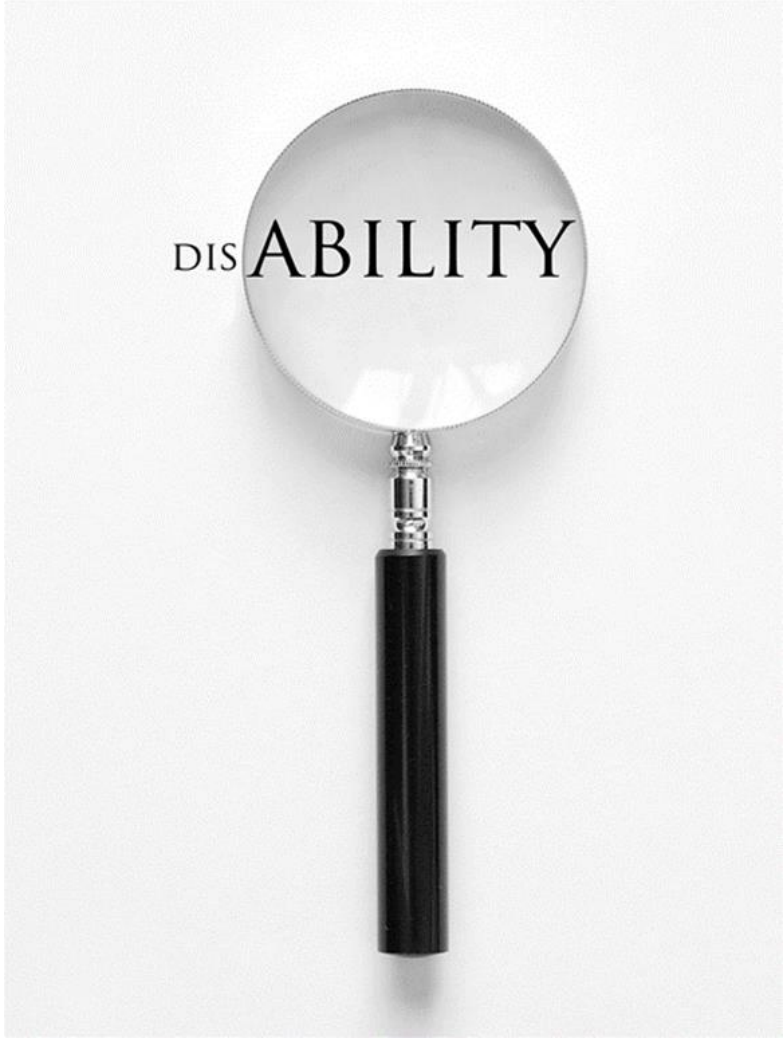
- Include materials and curriculum designed to be accessed by children with a range of abilities

Recommended Practices, Competencies and Standards

- F9. Practitioners help families know and understand their rights.
- L10. Leaders ensure practitioners know and follow professional standards and all applicable laws and regulations governing service provision.
- **Idaho Core Competences: Child Family and Community 3:** Understands child and family policies and procedures, ethics, laws, and confidentiality while staying up to date on professional knowledge and practices.
- **Idaho eGuidelines:** All children, who are both typically and atypically developing are supported with opportunities to grow and learn in inclusive settings in child care, school, and community activities.

Technical Assistance

- Checklist of Practice
- Coaching
- Inclusive Classroom Profile (ICP)



Inclusion Specialization

- Training
- Coaching
- Incentives
- Evaluation
- On-going PD Plan

Challenges

- Diversity of programs
- Raising the floor
- Collaboration

Contact Information

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South Carolina

Preparing Child Care Providers to Make Adaptations and Modifications to Support Inclusion

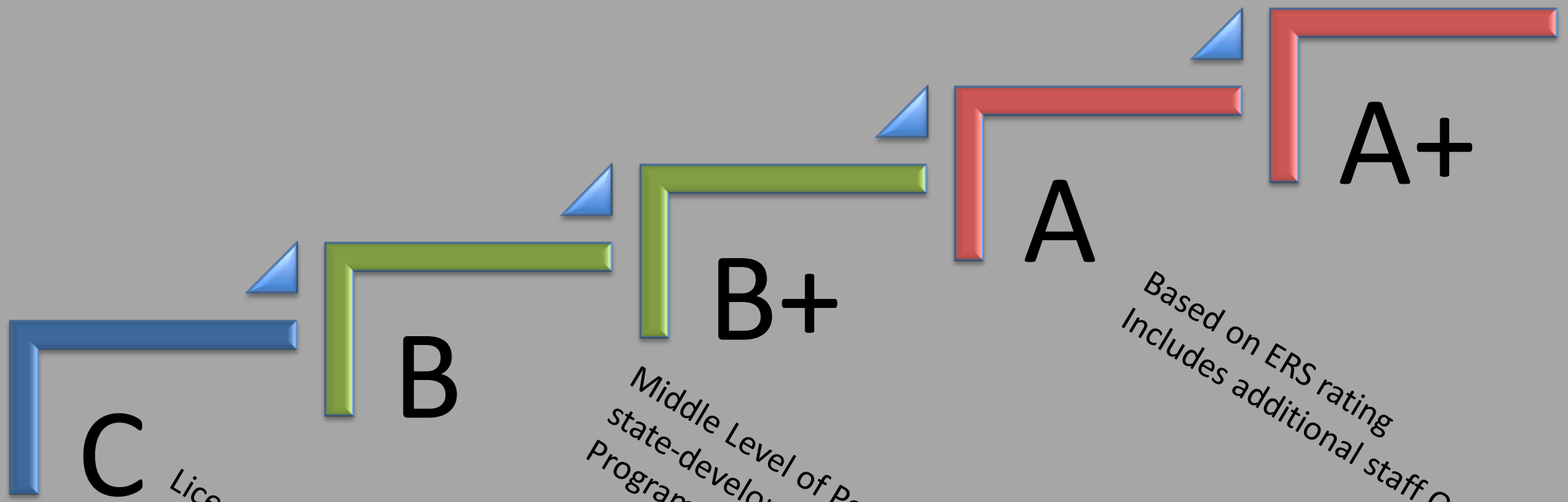
Heather Smith Googe, PhD

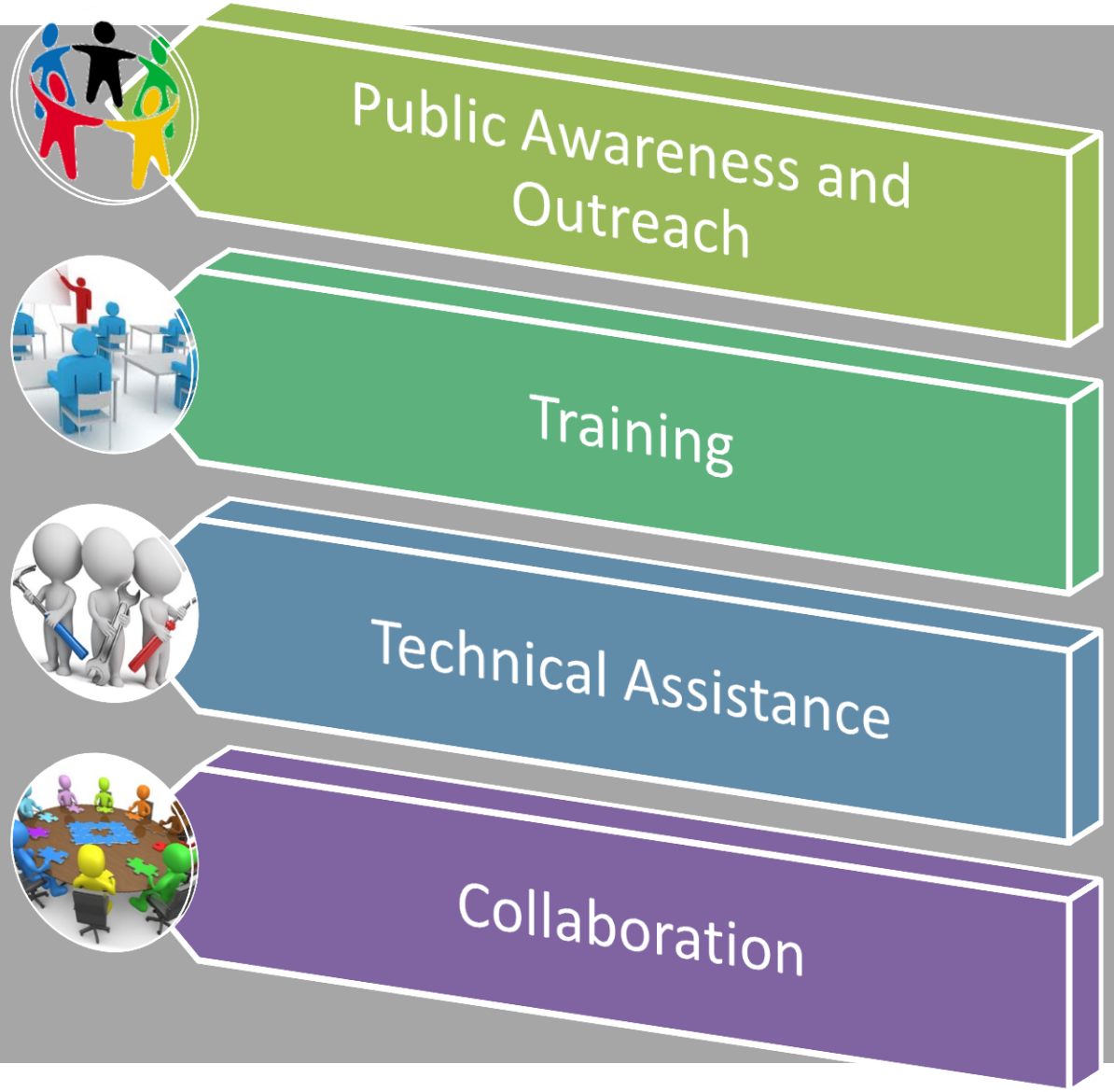
SC Child Care
EARLY CARE & EDUCATION

UNIVERSITY OF SOUTH CAROLINA

SOUTH CAROLINA
Child Care Inclusion Collaborative

ABC Quality


C
Licensing Regulations
Basic Health and Safety
B
B+
Middle Level of Performance based on the state-developed Level B Assessment
Programs monitored yearly
A
Based on ERS rating
Includes additional staff Qualifications
A+



www.scinclusion.org

SOUTH CAROLINA
Child Care Inclusion Collaborative

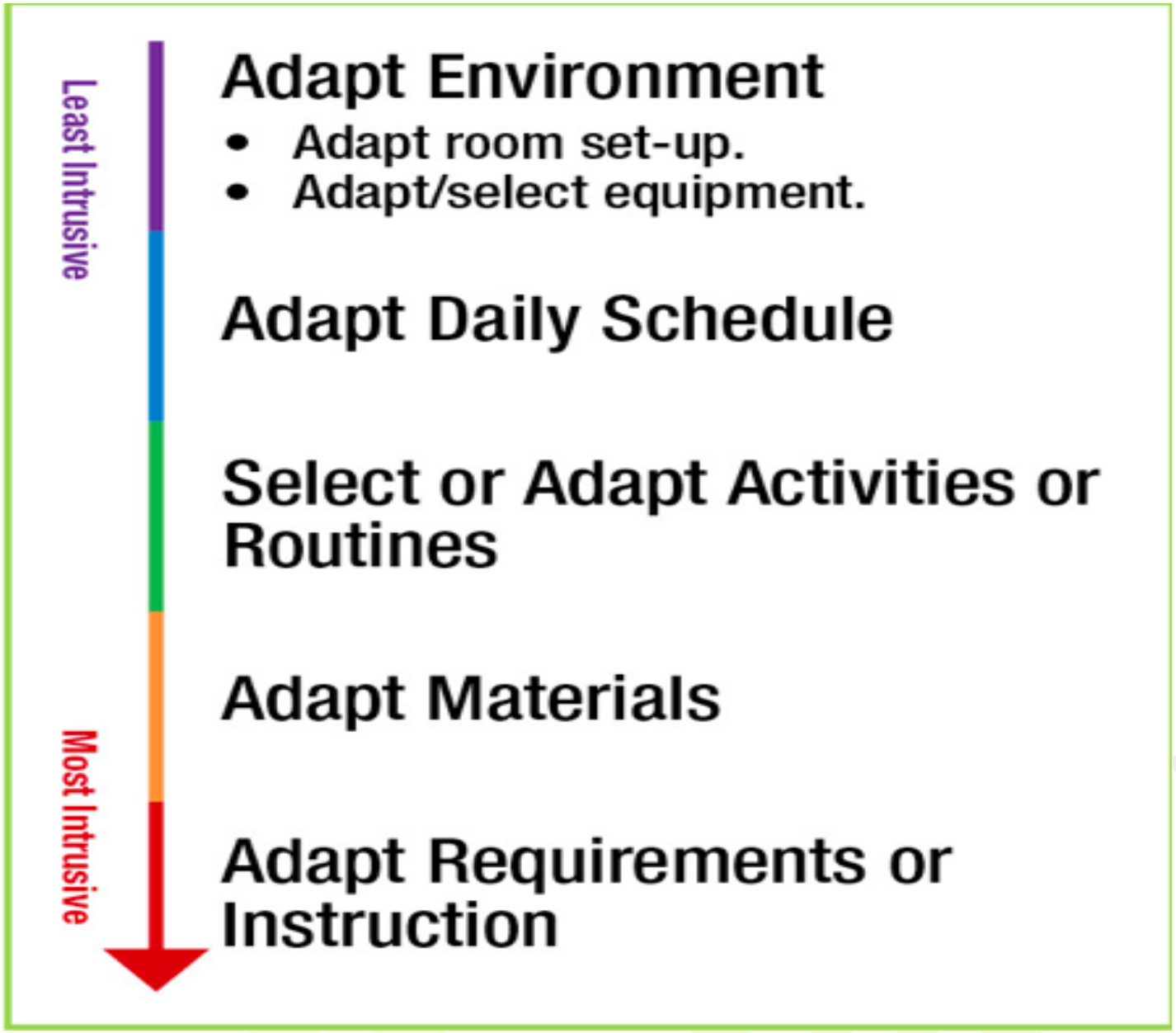
Why CARA's Kit?

- Supportive of Inclusion
- Meeting the individual child needs through the use of adaptations and modifications
- Built-in problem-solving process
- Teacher driven

CARA's Kit Approach

The goal is to "enhance children's participation in the everyday routines and activities that occur in home, school or community settings"

(Campbell, Milbourne & Kennedy, 2012)



Campbell et al (2012)

CARA's Kit Implementation Team

Gathering Stakeholders

South Carolina Department of Education
Together, we can.

BabyNet
South Carolina's Early Intervention System

ABC Quality

South Carolina Head Start Collaboration Office

Yvonne & Schuyler Moore Child Development Research Center

SC Child Care
EARLY CARE & EDUCATION

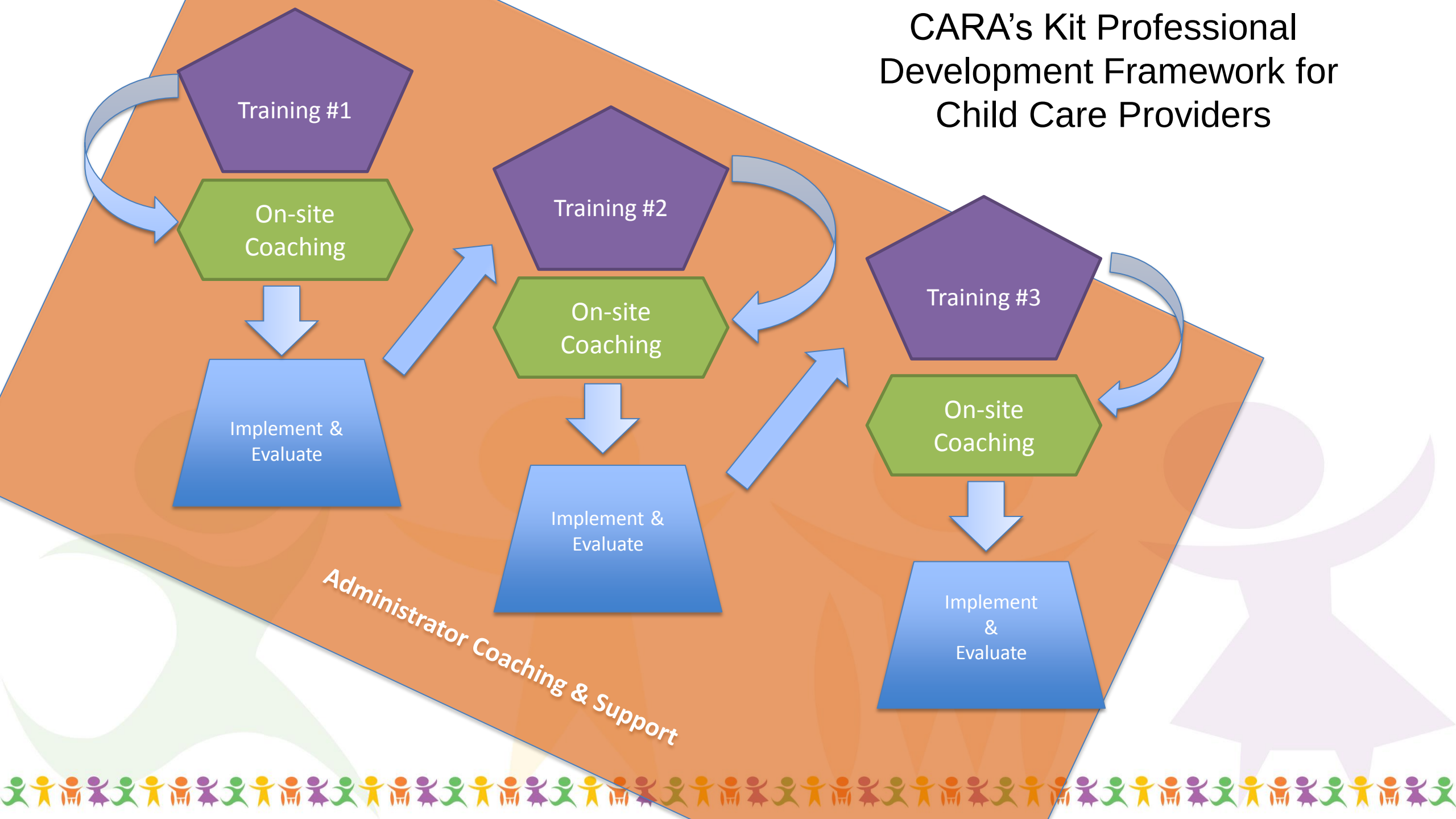
scpitc
South Carolina Program For Infant/Toddler Care

SOUTH CAROLINA
Center for Child Care Career Development

South Carolina
Child Care Resource & Referral Network

FIRST STEPS
Getting children ready for school.
SOUTH CAROLINA

CARA's Kit Professional Development Framework for Child Care Providers



Training

Coaching

Training and Coaching Content

Module 1-Introduction to CARA's Kit

- Elements of the adaptation hierarchy from least to most intrusive
- Introduction to the 6-step decision-making process
- Steps 1 (assessment) 2 (deciding what you want to see happen)

Module 2-Steps 3-6 of the Cara's Kit Decision-Making Framework

- Step 3: Consider Adaptations
- Step 4: Select Adaptations you will use
- Step 5: Plan for Implementation
- Step 6: Try the Adaptation

Module 3-Teaming and Collaboration

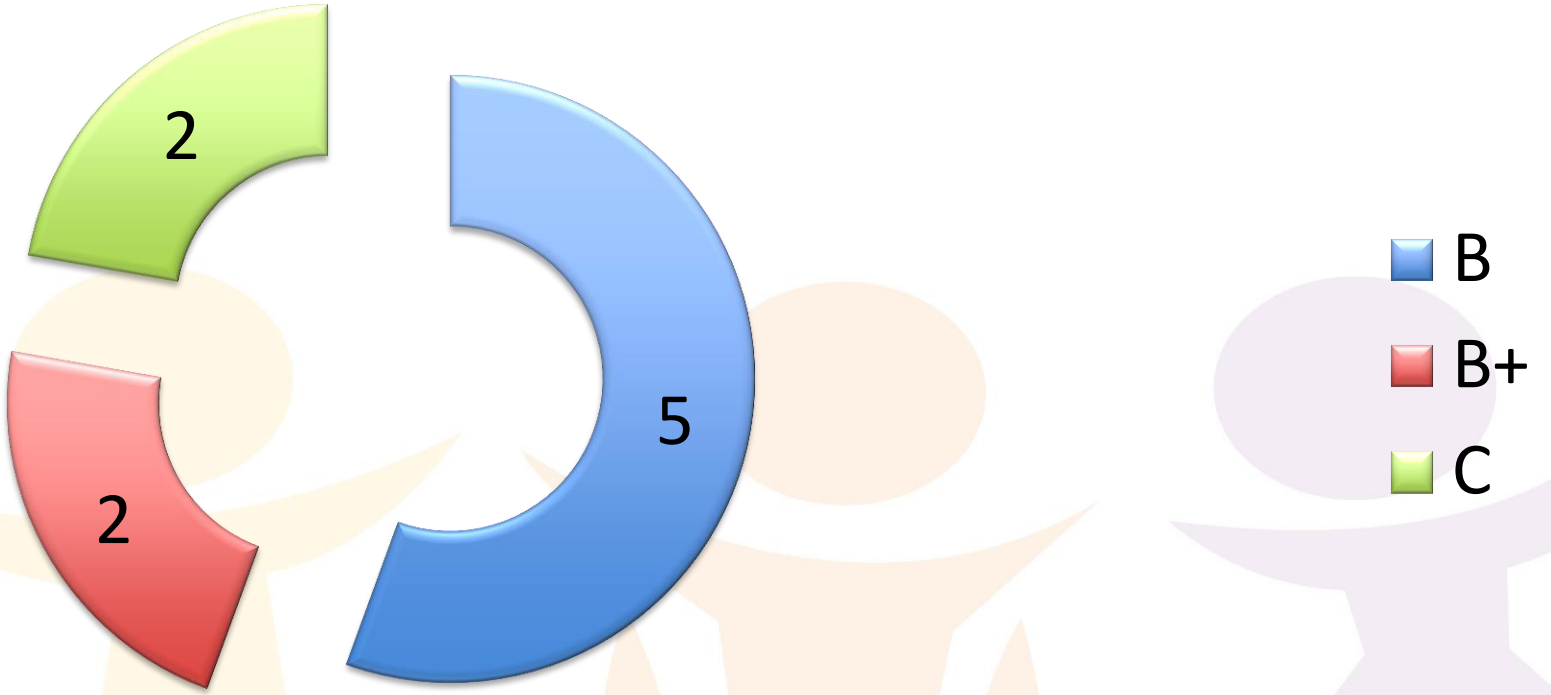
- Define teaming and collaboration
- Identify strategies to support communication and collaboration
- Identify areas for collaboration within the CARA's Kit 6-step decision-making framework

Evaluation

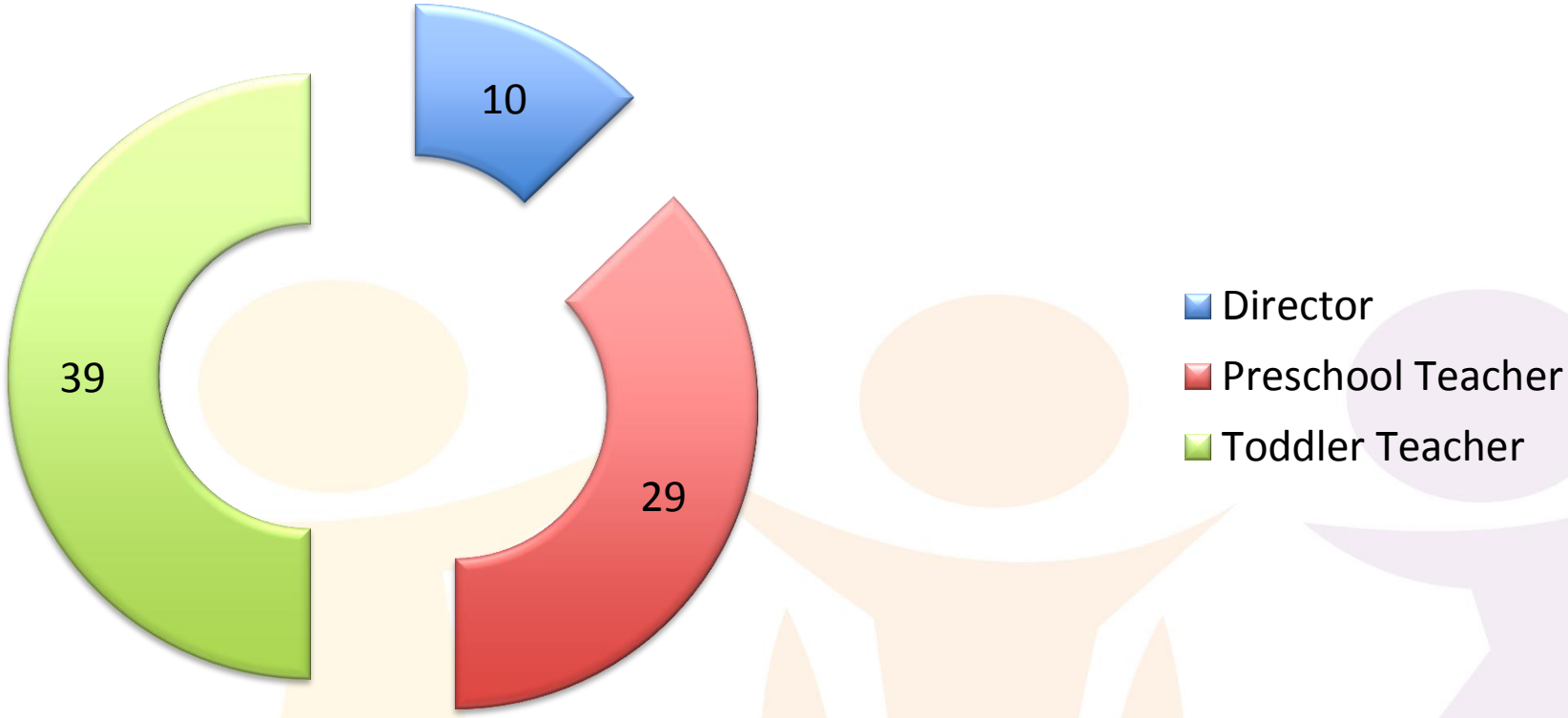
Evaluation Measures

Measure	Purpose	Focus of Measure
Pre-training Survey	Why did the participant choose to participate?	Learner motivation
Training Evaluation (one for each face-to-face training, 3 total)	Quality of Training	Participant perception of the benefit of training
Coaching Evaluation (one for each module, 3 total)	Quality of Coaching	Measure
Overall Evaluation	Quality of the entire program	Perceptions of the CARA's Kit product, the service delivery model, and the coach.
Technical Assistance Provider data system	Coach perception of teacher implementation and success Provide descriptive information regarding the amount and type of coaching	Perceptions of teacher and director implementation Descriptive information about the coaching
2-month and 6-month follow-up observation checklist and interview	Sustainability of the use of CARA's Kit strategies.	Evidence of adaptations within the classroom and the use of CARA's Kit tools

Participating Programs by Quality Level



Number of Participants by Role



2-month follow-up Observation 36 classrooms	
Type of Adaptation	Number of classrooms adaptation was observed
Adaptations to the environment	
Room set-up	25
Equipment	15
Adaptations to the Daily Schedule	19
Select or Adapt Activity or Routine	
Select Activity	4
Adapt Activity	5
Select Routine	4
Adapt Routine	10
Adapt Materials	7
Adapt Requirements or Instructions	
Requirements	3
Instructions	5

2-month follow-up Interview 45 teachers		
CARA's Kit Tool	Self-Report	Evidence
Caregiver Assessment of Activities and Routines	5	12
CARA's Checklist of Priorities and Concerns	8	8
Handout 1.5	1	6
Adaptation Notes	5	6
Here's the Situation-Try This Adaptation Matrix (Completed)	23	5
Here's the Situation-Try This Adaptation Matrix (Completed)	13	7

6-month follow-up Observation 27 classrooms	
Type of Adaptation	Number of classrooms adaptation was observed
Adaptations to the environment	
Room set-up	19
Equipment	7
Adaptations to the Daily Schedule	15
Select or Adapt Activity or Routine	
Select Activity	2
Adapt Activity	5
Select Routine	2
Adapt Routine	6
Adapt Materials	12
Adapt Requirements or Instructions	
Requirements	5
Instructions	4

6-month follow-up Interview 35 teachers		
CARA's Kit Tool	Self-Report	Evidence
Caregiver Assessment of Activities and Routines	13	5
CARA's Checklist of Priorities and Concerns	8	5
Handout 1.5	2	5
Adaptation Notes	13	7
Here's the Situation-Try This Adaptation Matrix (Completed)	15	3
Here's the Situation-Try This Adaptation Matrix (Completed)	12	2

thank you
danke
謝謝
ngiyabonga
teşekkür ederim
gracias
merci
obrigado
dziękuję
bedankt
спасибо
Баярлалаа
рахмат
dank je
mochchakkeram
go raibh maith agat
sukriya
kop khun krap
terima kasih
grazie
arigatô
dakujem
takk
tapadh leat
мерси
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Implications for Providing Professional Development

Activity

- In a small group, respond to the following questions:
  - How does your state's QRIS support the inclusion of children with disabilities in community programs?
  - What are implications for providing relevant professional development to early care and education personnel in your state's QRIS?

Question and Answer

Thank You!