Digging Deeper into Inclusion in Colorado
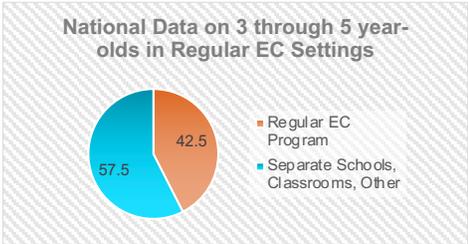
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Colorado Department of Education & The Positive Early Learning Experiences

National Center for
Pyramid Model INNOVATIONS
ChallengingBehavior.org

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Why?

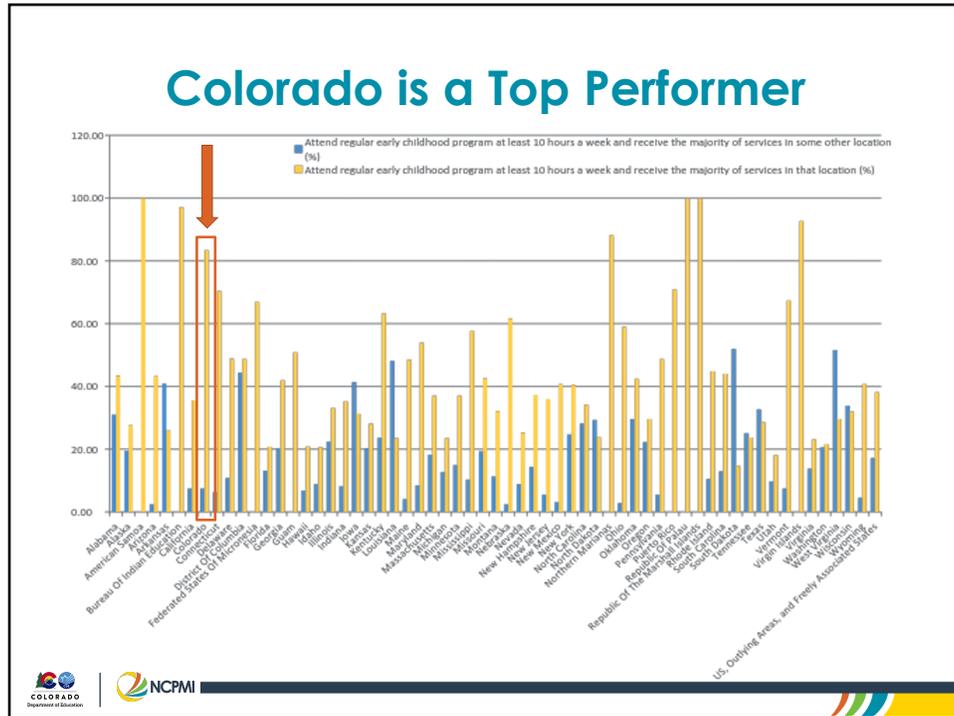LRE data has not moved significantly in 40+ years.

National Data on 3 through 5 year-olds in Regular EC Settings

- Regular EC Program — 42.5
- Separate Schools, Classrooms, Other — 57.5

"In 27 years inclusion has increased only 5.7%."
(OSEP Annual Reports, 1987;2014)

"We do pull out but it still inclusion because it is less than 50% of the time."

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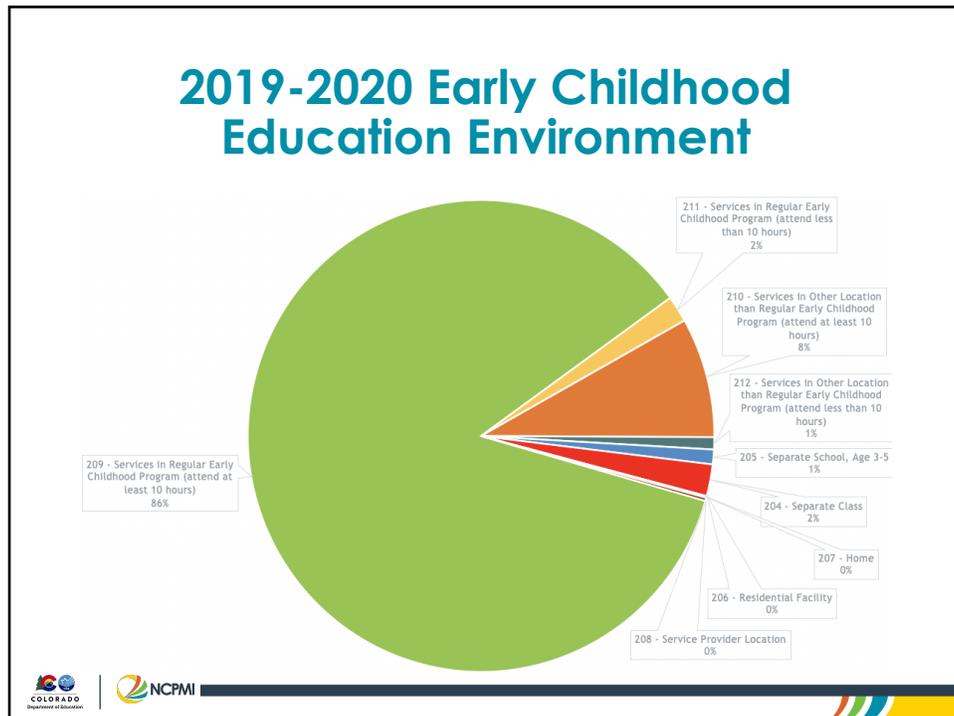
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How?

Research Questions:

- To what extent are special education and related services being delivered in ongoing classroom routines?

- What decision-making processes are special education and related services using to determine where services are delivered?

- What policy and procedural barriers exist to inclusive services?

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Surveys

- Surveyed 444 early childhood special education and related service providers
- 16 BOCES
- 48 school districts
- Administered online using Qualtrics
- Probed for 1) demographics 2) services for children with disabilities, 3) professional development, 4) collaboration

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Interviews

- A second phase of the study included interviews with 23 administrators across Colorado who oversee preschool special education services and programs

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What?

Major Findings

Increased Collaboration

Authentic Family Partnerships

Partnerships between LEA's and Community Preschools

Increased Use of Evidence-based Inclusive Practices

Increased Training and Coaching

Increased Guidance and Public Awareness

Increased Funding and Resources

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Key Finding #1-
Increased Collaboration

Administrators across the state indicated that they did have not policies or procedures in their programs that specifically support collaboration between providers. Professional learning days and planning days (scheduled monthly or weekly) centered generally on curricular planning, IEP meetings and professional development to achieve compliance with licensing and regulations.

Over 75% of early childhood special educators and speech language pathologists spend only an average of 0-5 hours in collaboration each week.

...ir ...ecial e...es is the most sign... arrier to implementing inclusive practices while an additional 13% cited lack of time as the primary limiting factor to implementing inclusion.

...hours of ...on, ...ndicated ...oration ...ly ...d "on the ...ey were in ...om ...direct

...dren. ...y eig...nt of ...ers have a caseloa...ver 50 preschool aged children.

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Recommendations for Providers

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Recommendations for Administrators

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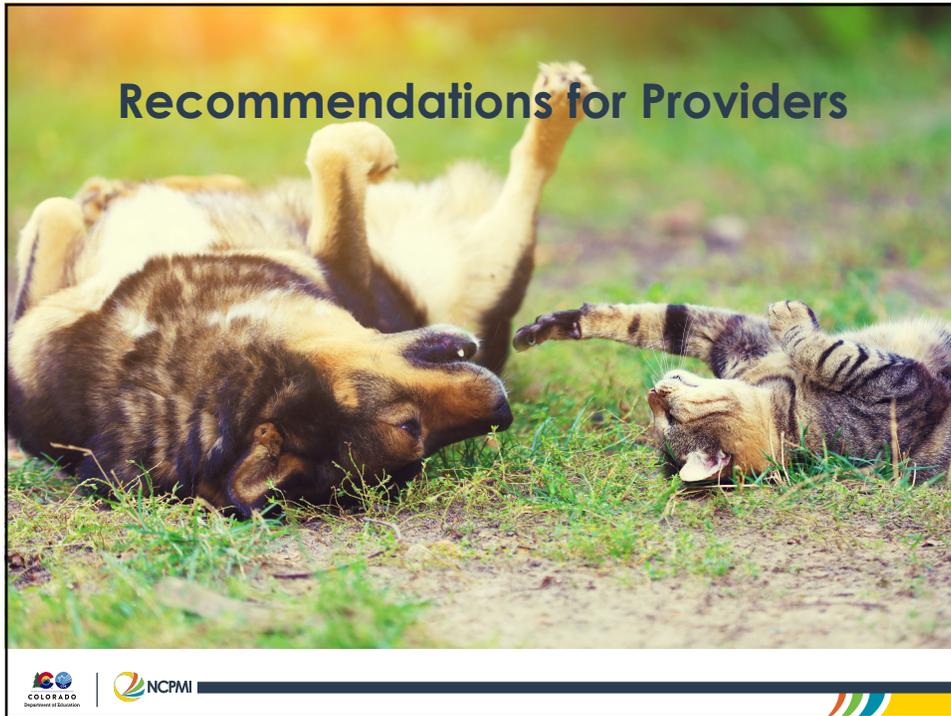# Key Finding #2-
Authentic Family Partnerships

With large caseloads and being pressed for time to deliver services, 83% of providers suggest that they were not able to invest the time necessary to deeply partner with families.

Administrators indicate varying levels, but generally minimal, of family involvement in the placement process from informing families of where their child would be placed to communicating with them about their placement desires for their families.

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Recommendations for Providers

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Recommendations for Administrators

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Key Finding #3-
Community Partnerships

Administrators cited limitations in physical classroom space as a significant barrier to inclusion of young children with disabilities.

Administrators indicated that limitations in the number of child slots to maintain inclusive ratios (at least 50/50) is a challenge to implementing inclusion.

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Recommendations for Administrators

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Recommendations for State Agencies

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Key Finding #4- Increase Use of Evidence-based Practices

Professional learning days and "planning" days were designed locally and varied from monthly to quarterly... the dis...

...ditional 17% of special ...n and related ser... ...s note...

Administrators indicated formal training for staff primarily centers on licensing and regulation from the state including universal precautions, First Aid, CPR, child ...... Training specific to ...sive practices was ...r inconsistently, ...e job."
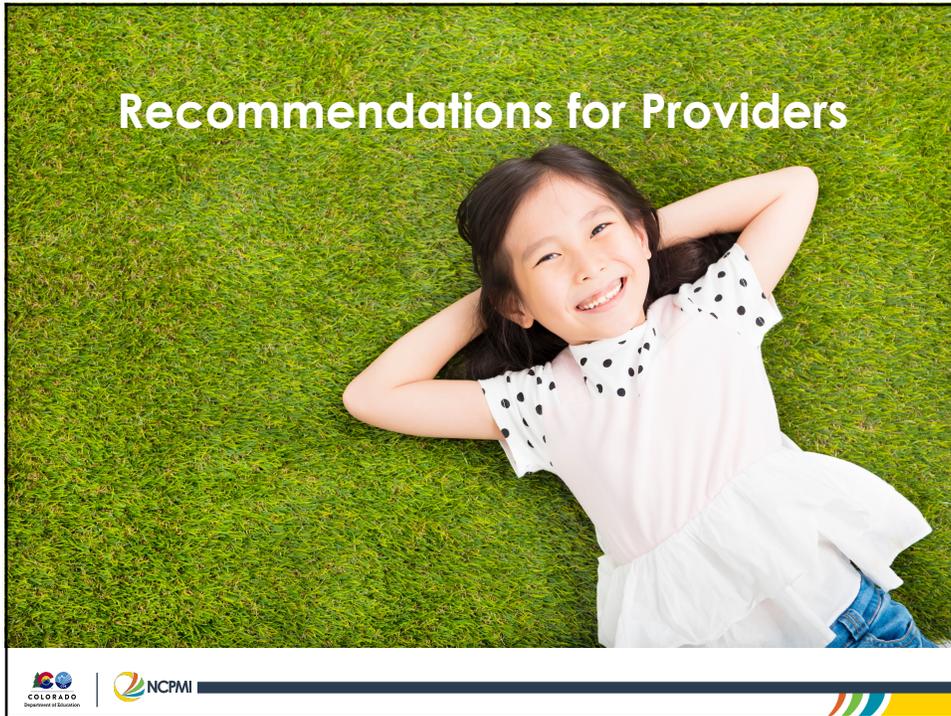
Coaching is being used in some districts across the state and found to be valuable by administrators and providers in the places that it implemented.

...dministrators noted that the professional development structures, policies and procedures in their jurisdiction were generally unstructured.

...most ...er to inclusion.

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Recommendations for Providers

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Recommendations for Administrators

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Recommendations for State Agencies

Key Finding #5-
Increased Training and Coaching

Both providers and administrators identified challenging behavior the major contributor to children being moved into segregated settings. Behaviors that resulted in segregation ranged from high levels of distractibility to difficulty processing to harming self and others.

Recommendations for Providers

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Recommendations for Administrators

Intensive Intervention

Targeted Social Emotional Supports

High Quality Supportive Environments

Nurturing & Responsive Relationships

Effective Workforce

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Key Finding #6- Increased Guidance and Public Awareness

Providers described challenges with other special education and related service providers who do not value instruction in inclusive settings.

Administrators described challenges with general education providers who do not value instruction in inclusive settings.

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Recommendations for Administrators

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Recommendations for State Agencies

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Key Finding #7- Increase Funding and Resources

Providers report large caseloads (and in som... significant travel time... prohibit them from inve... time in collaboration w... service providers and... partnering fully with fam...

Administrators described challenges in finding time to provide training for the workforce to support children in inclusive settings.

...ators described ...s maintaining even ...tio of children with ...to children without ...in classrooms.

...nistrato... ...ed challenges in recruiting and retaining a highly qualified workforce to serve children in inclusion settings.

Administrators described challenges finding inclusive placements for children age 3-5 who are diagnosed with a disability.

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Intentional, consistent, high quality early learning experiences for every child.

Preschool Team

Where… do we go from here?

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Next Steps #1

- Share results from the study to build awareness.

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Next Step #2

- Increase awareness of the inclusion indicators and utility of them at the different levels.

Indicators of High-Quality Inclusion

These four sets of indicators were designed by a group of national partners to support state leaders, local administrators and front-line personnel in the early care and education system providing programs and services to children, ages birth through five and their families.

⭐ State Indicators

👥 Community Indicators

🏠 Local Program Indicators

♿ Early Care and Education Environment Indicators

📖 Glossary

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Next Step #3

- Convene a state level interagency group of leaders to review state policies and develop a shared vision and action steps for moving forward.

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Next Step #4

Create	Create an inventory of professional development across system.
Analyze and revise	Analyze and revise coaching systems to bolster inclusion.
Support	Support local communities to leverage the resources that are needed to serve all of the children within that community.

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Next Step #5

- Ensure that teacher credentials include increased requirements to support young children with disabilities and their families.

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Next Step #6

- Plan to identify specific programs that are willing to systematically review and change their models for service delivery (determine who, what support will look like, etc.)

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Questions?

Use the Q&A panel to submit your questions.

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Contact Us

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