



Inclusive Routines in Early Care and Learning

Inclusive Routines

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National Center for
**Pyramid Model
 INNOVATIONS**
ChallengingBehavior.org

These Extraordinary Leaders...

- Were all driven by a powerful sense of right vs. wrong. Inclusion was an outcome driven by their sense of morality, no exceptions
- Were above all brave in the sense of pioneering solutions with unproven outcomes, in the sense of swatting away obstacles like flies at a picnic, and in holding everyone accountable to deliver their best
- Were not saints, they did not work toward high quality inclusion while being battered daily by negativity, ridicule or doubt. Rather, it was more likely the case that they were buoyed daily by stories of success, excited staff and thankful families
- Did not see themselves as child care administrators, Head Start directors and such, they saw themselves as inclusion advocates. Inclusion was the why and the how of their week
- Practiced the fundamental belonging elements of inclusion with staff and families. Inclusion concepts permeated the organization
- Were deeply committed to data and using that in all aspects of their work. Data on child growth, on staff competence and confidence, on family involvement and staff satisfaction
- Had become, some very slowly, some quickly, supremely confident in their capacities. They are truly the masters of their fate, the "Captains of Their Souls".



Systematic Implementation and Improvement Examples from Leading By Convening



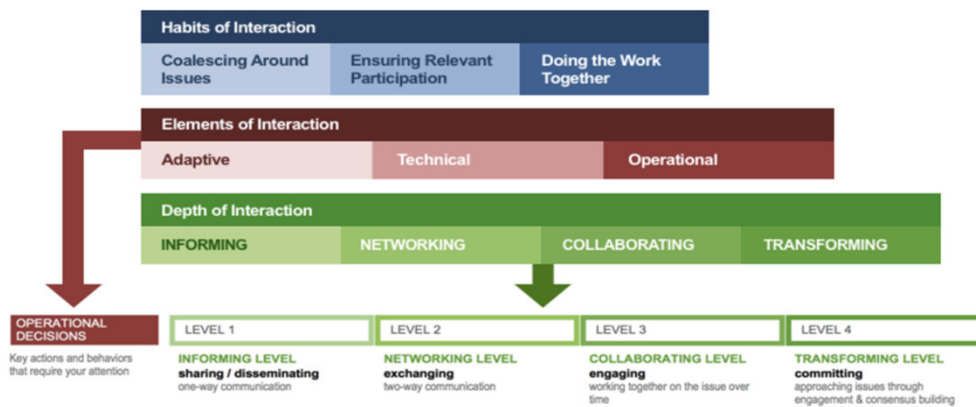
Use the *Leading by Convening* (LbC) framework to engage stakeholders in improving results for infants, toddlers, children and youth with disabilities.

Today's leaders face urgent challenges with short timelines for producing positive outcomes. Effective leaders understand the need to cultivate habits that widen their area of impact across roles and levels of the system to support sustainable change.

Learn more about how to apply these essential habits — coalescing around issues, ensuring relevant participation, and doing the work together — to help achieve state goals.



Leading By Convening



Adaptive and Technical Challenges

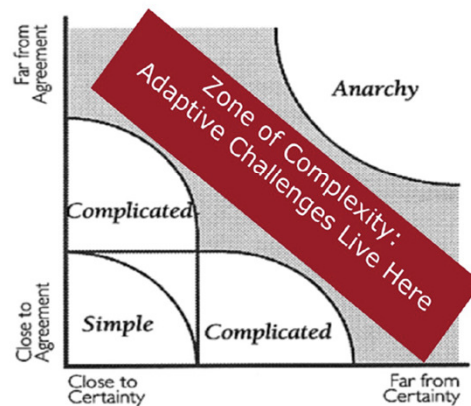
- **Technical** challenges are characterized as having clear agreement regarding the problem at hand and having known solutions to the problem.
- **Adaptive** challenges are more difficult because they do not have value and/or belief driven basis. Adaptive challenges exist when teams are less certain on the strategies/intervention used to support as well as less likely to agree on challenges in the first place as is the case with equity.

Blase, Fixsen, Sims & Ward (2015) discuss the nature of systemic change and define technical and adaptive challenges in their article *Implementation Science: Changing Hearts, Minds, Behavior, and Systems to Improve Educational Outcomes*.



Adaptive Challenges

Change Landscape



Indicators of High-Quality Inclusion: A Union of Implementation and Improvement Science

Implementation & Improvement Sciences

Working together to produce socially significant outcomes

Commonalities and Complements

Use learning structures	Use a variety of data	Focus on systems
<p>Network Improvement Communities² and Linked Implementation Teams¹ use data to identify needs, develop theories of action, and follow iterative cycles of improvement that prioritize implementers' voices in planning and problem solving.</p>	<p>Both sciences use data related to process, fidelity, context, organizational factors, and stakeholder input to drive problem solving and decision making.</p>	<p>Both approaches are system focused. Improvement science focuses on factors outside individuals while implementation science focuses on roles, structures, and functions that support capacity to use a practice with fidelity.</p>
<p>Use Improvement Cycles</p> <p>Repeated Plan-Do-Study-Act (PDSA) cycles answer questions (<i>What are we trying to accomplish? How will we know that a change is an improvement? What change can we make that will result in improvement?</i>) to learn and improve practices and systems as a result of change.</p>	<p>Both sciences propose starting small with learning from PDSA cycles before scaling using either a Transformation Zone¹ or Improvement Project² methodology to develop capacity, refine the practice, and build readiness before scaling.</p>	<p>Both sciences emphasize use of a systemic selection process. Improvement science identifies high leverage problems and related solutions. Similarly, implementation science examines fit and need of systems, practices, and users.</p>

Implementation Science¹

methods or techniques used to enhance the "option, implementation, and sustainability" of a practice (Proctor et al., 2013).

Systems are central focus of support for effective use of practices
Uses bi-directional feedback loops
Practices selected based on local need and fit
Aligns initiative and leverages resources to meet coherent goals
Iterative cycles of data guide improvement
Follows a stage-based approach to change

Improvement Science²

A methodology that uses cycles of inquiry to learn what is needed to improve practice (Bryk et al., 2015).

- Problem specific and user focused
- Address variation in performance
- Cannot improve what cannot be measured
- Anchors improvement in disciplined inquiry
- Sees the system
- Accelerates improvement through Networked Communities

Implementation Science goal is not to answer factual questions about what is, but rather determine what is required.¹

Improvement Science They knew what they wanted to happen but were now trying to figure out how to get it to happen.²

National Implementation Research Network, 2015 Bryk et al., 2015

National Early Childhood Inclusion Indicators Initiative

About the Initiative

The goal of the initiative is to improve and increase inclusive opportunities for young children with disabilities and their families, through system and practice refinements. To that end, we developed indicators that address inclusive policies and practices at the state, local program leadership and early care and education environments level.

On This Page

- [About the Initiative](#)
- [Partners](#)
- [Federal Agency](#)
- [Federal TA Centers](#)
- [Department of Education \(DOE\)](#)
- [Associations and Organizations](#)
- [State Representatives](#)

Local Program Indicators and Elements of High-Quality Inclusion (Field Review)

4

The Program is Pivotal for High Quality Inclusion

- Enroll children with disabilities while maintaining high-quality inclusion ratios
- Time (to learn, to meet, to plan, to collaborate, to partner with families)
- Data
- Team member retention
- A staffing/team model that works for everyone
- A comprehensive inclusive framework
- Meaningful professional development
- Focus on what the program DOES have the ability to do



Have an Inclusive Mission, Vision, Values, and Goals

You SEE a Vision

a "image" of what we ultimately want to achieve

You HAVE a Mission

your purpose

You BELIEVE in Values

your moral, ethical, professional compass – expected behaviors

You PURSUE Goals

results you choose to accomplish

You ACHIEVE Objectives

measurable targets along the path to goals

INDICATOR L2: Vision

The program develops, implements, and widely shares a written vision statement on the inclusion of children with disabilities that embraces and affirms the unique contributions and identities of all children and families.

Program:

1. Develops and implements a vision statement that promotes a culture and climate to support high-quality inclusion.
2. Uses its vision statement to guide the development and use of policies and procedures that support inclusion.
3. Ensures personnel can articulate and explain the vision regarding inclusion of children with disabilities and their families.
4. Shares the vision's message about inclusion for children with disabilities in public awareness information and program materials.

INDICATOR L4: Awareness and Commitment

The program intentionally promotes, among personnel, families, and the community, an awareness of and commitment to inclusion.

Program:

1. Gathers and examines information on the attitudes and beliefs of personnel and families about high-quality inclusion and provides opportunities for the identification of barriers and solutions.
2. Ensures that all personnel can articulate and demonstrate their commitment to high-quality inclusion.
3. Ensures that all personnel can articulate and demonstrate their knowledge of the benefits and legal foundations of high-quality inclusion.
4. Provides regular and consistent opportunities for personnel to share information about their inclusion experiences.



<https://www.whittingtonassociates.com/2016/12/vision-mission-values-goals-objectives/>

Culture Eats Practices for Breakfast

- The mission, vision, values and goals lead inclusive efforts
- Everyone strives for continual improvement
- Lead by example (no really) and live by the values
- Hard conversations are how hard things get done
- Think and do at all roles and levels
- Don't forget about the people in the process— WE have to belong



Promote Psychological Safety



- "A shared belief held by members of a team that the team is safe for interpersonal risk taking." — Amy Edmondson, Harvard Business School
- "The belief that you won't be punished or humiliated for speaking up with ideas, questions, concerns, or mistakes" — Center for Creative Leadership
- Happens in anti-racist and anti-ableist communities

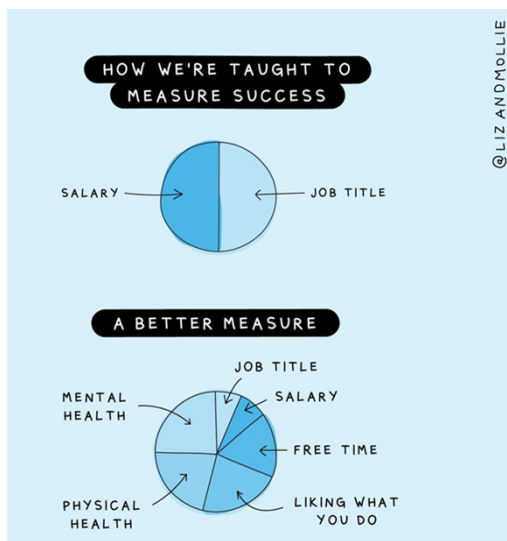


Responsive Leadership Appreciates the Gift of Feedback

- Ask questions that matter to identify solutions that work
- Gather information in many ways from informal methods to formal ones
- Respond to the information gathered
- Include team members as often and as much as possible from the beginning
- Use data respectfully, carefully, and to power through (not over)
- Remember that leaders work for the team, not the other way around (and systems should do the same)



Engagement Over Compliance—Not Just for Children



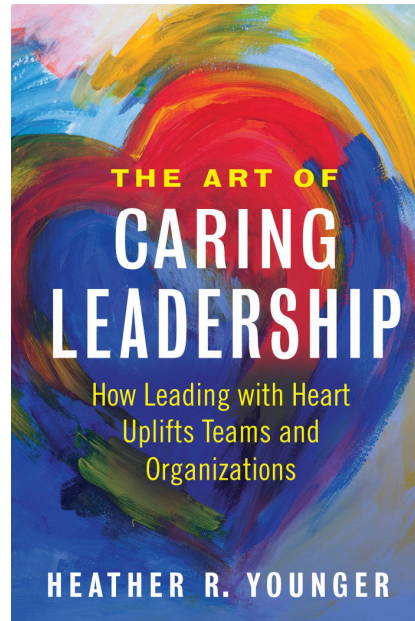
IT'S CALLED "EMPLOYEE ENGAGEMENT," AND IT WILL MAKE YOU WORK 12-HOUR DAYS WHILE THINKING YOU ENJOY EVERY MINUTE OF IT.

Unknown Source



Joyful, Caring Leadership

- Be authentic, vulnerable, and genuine
- Show that mistakes are an important part of the process that leaders make too
- Be grateful and show (don't just say) gratitude
- Hold space, give one-on-one time
- Get to know your team
- Have fun!



Ensure Teams Have the Professional Development Supports They Need and Want

INDICATOR L10: Program Supports for Professional Development

The program builds personnel confidence and competence in implementing evidence-based inclusion practices by providing opportunities and supports to engage in meaningful, on-going, evidence-based professional development and coaching.

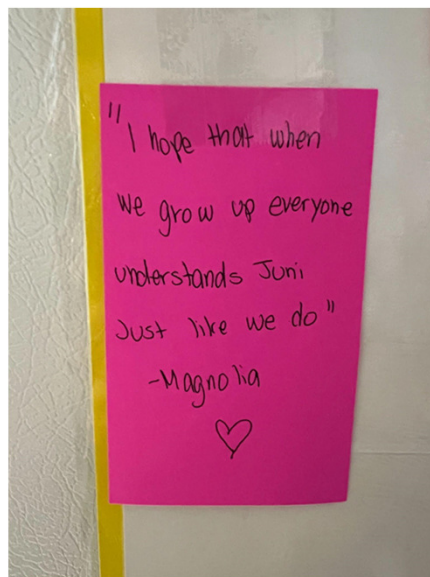
Program:

1. Systematically assesses personnel strengths and needs related to high-fidelity use of high-quality inclusion practices.
2. Implements the necessary supports for use of high-quality inclusion practices, such as practice-based coaching and mentoring for personnel and administrators.
3. Identifies and supports personnel responsible for facilitating practice-based coaching and mentoring.
4. Provides professional development opportunities for personnel on evidence-based inclusion practices, including role release and embedding specialized services.
5. Provides release time and resources necessary for personnel, including administrators, to engage in meaningful, on-going, and evidence-based professional development and coaching.
6. Evaluates the effectiveness of professional development and its impact on the adoption and use of evidence-based inclusion practices.
7. Has a process for providing professional development to support newly hired personnel, including administrators.



Ensure Teams Have the Professional Development Supports They Need and Want

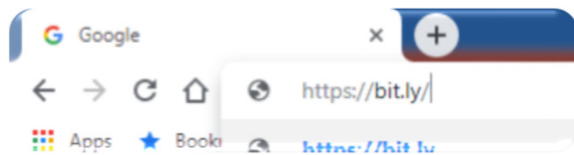
- Best strategy is to ASK!
- Use data to make sure that what is currently being done is working and leading to desired outcomes/results
- Buy in is important and involve team members as much as possible from the start
- Connect PD efforts to team engagement and personal goals
- Avoid blame when practices are not adopted, integrated, used with fidelity, etc.
- Normalize feeling “crispy” and remain resiliency focused
- And, while we’re at it—ensure teams have other things they need to be successful (and even some that they just want)



Survey and Certificate

Recording Viewers

- Type URL from presentation into a web browser window or scan QR Code
- *URL is case sensitive*



Visit us online at ChallengingBehavior.org

A screenshot of the NCPMI website homepage. At the top, there is a navigation menu with links for "About", "Pyramid Model", "Implementation", "Training & Technical Assistance", and "Pyramid Nation". Below the navigation menu is a large banner with a stylized arrow pointing right. The arrow is composed of several horizontal segments in orange, green, and blue. Inside the arrow, there are logos for "CSEFEL", "Pyramid Model", and "TACSEI". To the right of the arrow is the NCPMI logo and the text "National Center for Pyramid Model INNOVATIONS". Below the banner is a quote: "When great efforts come together, amazing things happen." Below the quote is a section titled "The National Center for Pyramid Model Innovations" with a paragraph of text and a "Read More" button. To the right of this section is a small image of a child and a "Read More" button.



Thank You

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