Welcome to ccei968

As a result of completing this course, participants will be able to identify important laws and current “best practices” regarding the inclusion of children with special needs in the classroom. Participants will also become familiar with different types of special needs and begin to formulate a “vision for inclusion” to support children of all abilities and their families.

Course Objectives:

By taking notes on the handout and successfully answering assessment questions, participants will meet the following objectives as a result of taking this course:

- Define inclusion
- Define key terms related to the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA)
- Identify characteristics of general disability categories
- Identify strategies for communicating with parents in the context of inclusion
- Identify key responsibilities from the NAEYC Code of Ethical Conduct and as it relates to inclusion
- Identify and interpret key aspects of the NAEYC position statement Developmentally Appropriate Practice as it relates to inclusion
- List important considerations for incorporating adaptive materials and making classroom accommodations to support children with disabilities

References:


American Psychiatric Association. (2013). Diagnostic and Statistical Manual of Mental Disorders (Revised 5th ed.). Washington, DC.


What is Inclusion?
In education, what is the meaning of *inclusion*?

What is the vision of inclusion today?

**Legal and Regulatory Matters**

**The Americans with Disabilities Act (ADA)**

According to the ADA, a disabled person is someone with:

According to the ADA, child care providers cannot discriminate against persons with disabilities on the basis of disability. They must provide equal access to programs and services to children and parents with disabilities.

The law further states that centers cannot exclude children with disabilities from their programs unless their presence would pose a direct threat to the health or safety of others or require a fundamental alteration of the program.

Other terms:

- **Reasonable Modifications:**

- **Auxiliary aids and services:**

- **Readily achievable:**

**The Individuals with Disabilities Education Act (IDEA)**

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What is Least Restrictive Environment?

What does IEP stand for?

What is an IEP?

What does IFSP stand for?

What is in IFSP?

Early Intervention Services

General Disability Categories

Intellectual Disability

Orthopedic Impairment

Sensory Impairment

Speech and Language Impairment

Emotional Impairment
Developmental Delay

Autism Spectrum Disorder

Specific Learning Disability

Other Health Impaired

Communicating with Parents

Basic Tips for Working with Parents

Creating your Vision for Inclusion

NAEYC Code of Ethical Conduct

How does the NAEYC Code of Ethical Conduct guide inclusion practices?
Developmentally Appropriate Practice

How does the NAEYC position statement on Developmentally Appropriate Practice guide inclusion practices?

Making Classroom Accommodations

List classroom accommodations for each of the following areas of the classroom:

- Physical Space:

- Art Area:

- Block and Construction Area:

- Dramatic Play Area:

- Puzzle Area:

- Library Area:
Online Resources

- www.ada.gov
  - The Guide to Disability Rights Laws
  - Commonly Asked Questions about Child Care Centers and the Americans with Disabilities Act
  - The ADA Guide for Small Businesses

- www.ed.gov
  - Building the Legacy: IDEA 2004

- http://nichcy.org/state-organization-search-by-state
  - State specific early intervention information