Welcome!

- Professional Development Projects
- Lombard School District-Inclusion in Action
  - Curriculum
  - Instructional Quality
  - Assessment
  - Family and Community Engagement
  - Continuous Quality Improvement
- Inclusion Resources
- Questions
Our Mission

• Illinois STAR NET provides a variety of opportunities for personal and professional growth for those who touch the lives of young children, ages birth through eight, with an emphasis on children with special needs. STAR NET supports family-centered, researched and effective practices in early childhood education and care.


Lombard School District

• Each room consists of a teacher with a BA in:
  • Early Childhood Education
  • Special Education Approval
  • ELL Endorsement
  • Each room has an instructional assistant to aide in student learning.
  • JSECC includes:
    • 5 Blended Classrooms
    • 2 Structured Classrooms
Push-In Support Services

- Speech Pathologists (2)
  - Core Language
- Occupational Therapists (2)
  - Fine Motor
  - Sensory Regulation
- Social Worker (1)
  - Conscious Discipline
- Psychologist (1)
  - Evaluations
  - Problem-Solving
- Behavior Consultant (1)
  - Observations
  - Data Collection

Blended Classrooms

100 PFA Children + 50 IEP = 150 Children
Morning Session 9:00-11:30
Afternoon Session 12:30-3:00
5 sections of each
Projected to open 2 more classrooms 2019

15 Children per Class
- 5 children with special education needs (IEP)
- 10 children qualify as At Risk Preschool For All Grant (PFA)

Award Winning Team that continues to strive for additional recognition.

Vision & Attitude

- There is a vision statement known.
- It supports the belief that all children can and will learn.
- Teams have similar vision and attitudes.
- Staff is supported to question why practices are in place and to suggest improvements.
- All families are considered full members of the classroom community.
JSECC Mission Statement

Our mission is to shape the social, emotional and intellectual development of children with varying abilities in partnership with families and our community. We strive to maintain a developmentally appropriate environment, which fosters individuality, creativity, and respects academic and cultural diversity. We seamlessly integrate children of varying abilities into our classrooms. Together we support our children by holding each child to high expectations in hopes they become empathetic lifelong learners.

High Quality Inclusive Programming

Curriculum
Creative Curriculum

CC GOLD ONLINE

Focus on Illinois Early Learning and Development Standards


Family Conference Reports provided at each trimester.

Accommodations & Modifications

- Environmental support
- Materials adaptation
- Activity adaptation
- Special equipment
- Peer support
- Adult support
- Child preferences
- Invisible support

Making Circle Time MORE Inclusive
Embedding Behavioral Supports

HTTPS://CONSCIOUSDISCIPLINE.COM/

Social Emotional Curriculum embedded to support all students with varying abilities to support emotional regulation.

Conscious Discipline

Take-A-Break Center
Instructional Quality

Differentiated Instruction

- Teachers identify the learning needs and styles of students through observation and assessment
- Incorporates different approaches and materials to ensure all children are supported in their learning
- Includes continuous monitoring of student progress and modification to meet student needs
- Takes purposeful planning
- CC GOLD weekly documentation data review
- Embed during all parts of the day
- Embed IEP goals throughout the day, including transitions

Routines Planning Matrix

- Plan for the child throughout each activity of the day and embed through transitions
- Make 1 goal for the child linking to IELDS standard
- Ensure all teachers are implementing same goal

Movement Breaks

- With assistance from the occupational therapist, movement breaks are built into the day when children need them to help meet their sensory needs.
- Meets IEP goals of regulating his behavior to support his needs in an included classroom
- PROACTIVE vs. Reactive!

Individualized Student Schedules

- Schedules accommodate common plan time
  - PLC
  - Critical Friends
- Teams use meetings to discuss data collected over time
  - Google Docs
- Instructional assistants incorporated into all professional development
- Administration honors time providing support to meet as a team
- Team Data Days

Formal Time to Plan & Reflect
Collaboration & Teaming

- Teams meet regularly and use an agenda, a focus/strategy to document meetings and decisions.
- Behavior Therapist meets with team.
- Include all staff members on student team.
- General education teachers and regular education teachers meet to transition students into kindergarten.
- Teachers and support staff bring lessons to discuss during collaborative meetings.

Assessment

Formative Assessments with Diverse Learners

- Formative assessments are developed in several ways:
  - Looking at IEP goals
  - On-the-spot authentic assessing
  - Direct instruction work times
  - Informal assessments
  - Observations
  - Anecdotal Recordings
  - Video modeling
  - Independent work
  - Entrance/Exit Slips (oral, written or augmentative communication device)
Why Inclusion?

- Helps move instruction towards skills that students may be lacking in and need more support in
- Shows what supports may not be successful for some students
- Helps to individualize education for each student
- Helps students to achieve their IEP goals

Adaptations to Materials

She is using a Bigmack to say "Hello" to her teacher and her peers during our morning whole group greeting time. A button is used to communicate greetings and wants with her teachers and classmates. This photo is evidence of meeting her IEP goals while fully participating in the whole group.

Authentic, Novel Assessments

60-minute Center/Explore Time offers all students choice to "show what they know" in authentic setting

- Student having difficulty self-regulating emotions while playing with peers
- Observation data collected
- Teacher modeling and play scripts created to support learning
- Followed systematic instruction from least to most in Prompting Hierarchy (System of Least Prompts) - natural cue, gesture, verbal, visual/picture, model, physical (partial, full), full physical

Creative Curriculum Teaching Strategies

GOLD is used on a daily basis to authentically assess students in meaningful and novel ways throughout their school day.

Examples of Online Portfolio: Developing a Progress Monitoring Portfolio for Children in Early Childhood Special Education Programs
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- What skills has the child mastered at a given point in time?
- Is the child progressing developmentally?
- Is the intervention program working?
- What is the rate of progress of the child?

(Nancy Stockall, Lindsay R. Dennis, and Jessica A. Rueter, 2016)

Open-Ended Questions Posted Around Centers

- Can you think of another way?
- What might you try instead?
- Where could we do that?
- Tell me about your...
- What can you tell me about...?
- What does this make you think of?
- What are some different things you can try?
- What does it remind you of?
- What would happen if...?
- How did you think of that?
- What can you tell me about the things you have?
- Is there anything else you could do/use?
Adaptations & Support Systems

- Adaptations being used are documented for future reference, notes.
- Accommodations and modifications are determined through the IEP process and are used consistently with children.
- Teams consider a variety of accommodations and modifications before changing an activity for a child.
- Natural supports are part of the plan for supporting each child.
- Para educators are trained and supervised to support children effectively. Plan for fading is built into IEP.

Embedding Instruction

- Ensure all teachers working with child know their IEP goals.
- Practice generalizing skills.
- Teach during routines, transitions, new in acquisition (learning new skills).
- Ensure it’s predictable.
- Embed through all parts of the day: transitions, center time, whole group, gross motor—child engagement, independence, social skills.
Assistive Technology

- Help children gain access to, and function more independently within classroom activities and routines
- Include simple teacher-made tools such as communication boards, as well as high-tech augmentative communication tablets
- Provide the simplest tool that will successfully meet the child’s needs.
- Decide which assistive technology tools meet the child’s needs and can be successfully implemented in the classroom.
- Teachers and classroom staff receive the necessary training to support the child’s use of the tool within classroom activities and routines.
Reinforcement Assessment Form

I'm Working For...

Start by teaching - make goal attainable, then increase!
Remember: sometimes the littlest things can make the greatest impact on learning, especially with learners of varying abilities!

Family & Community Engagement

Family & Community Partnerships
- Families invited to participate in all meetings
- Bloomz App to communicate daily
- 2-way communication
- Contacted for good news and bad news
- Families linked (social worker) with community programs/services/other families
- Family Roundtables
- Community agencies visit the site and work together
Parent Education

Today We...

- Sent home daily
- Provides families with information about activities and skills to work on at home their child joined in that day
- All children may not be able to verbalize their day to their families so this sheet is a clear way to communicate with families
Social Stories
- EI to EC
- EC to Kindergarten

GOLD Conference Forms and Feedback
- 3 Trimesters
- Completed by teachers and support staff
- Conference reminders teach families of children with varying abilities they have a voice - their questions and concerns guide the conference.

Continuous Quality Improvement
Professional Learning

- Staff is supported to implement new strategies learned, such as adapting and modifying
- Team participates in ongoing reflection in regards to program needs and procedures
- Staff adjusts teaching strategies based on new information from professional learning opportunity
- Consultation with related staff
- Related staff trains teachers and individual paraprofessionals to meet the needs of all children with varying abilities
- Team reviews the program improvement plan regularly to make review areas of improvement
- Staff has time for reflecting and problem solving with others to implement new strategies
- "Critical Friends" activity yearly

Administrative Support

- Administrator supports inclusion in concrete and identifiable ways
- Administration provides leadership to encourage success and break down barriers to inclusion
- Provides training to entire team
- Facilitates open communication with time to collaborate: PLC - Professional Learning Community
- PFA Grant provides funds for typical peers which serve as peer role models

Evidence-Based Practices

- Teachers are using diverse instructional practices
- Groups are fluid and based on the needs of individual students
- Related services are provided within the routine of the general education classroom. Pull out is infrequent.
- Children's progress is continually monitored through authentic assessment: Creative Curriculum
**Adaptations**

- Materials
- Equipment
- Curriculum
- Art Materials
- Snack

**Inclusion Benefits Everyone!**

- Children ask their peers for help
- Builds empathy
- Emotional Regulation
- Empowers both students
- Movement breaks benefit all
- Builds social emotional competence
- Cooperative play skills
- Active members of a school community

**Together we can do great things!**
Resources
www.eclre.org

Video Resources

- Early CHOICES YouTube page
  https://www.youtube.com/user/earlychoicestube
- Occupational Therapy in the Classroom
  https://youtu.be/9-BTZiZuOhg
- Speech Therapy during Centers
  https://youtu.be/IYFIDezF50
- Inclusion Apple Video Part 1
  https://www.youtube.com/watch?v=nr_CKtGCP_vpk&feature=youtu.be
  and
  Part 2
  https://www.youtube.com/watch?v=4NiKV5y-L74

Using the Inclusive Classroom Profile for Program Improvement
Questions

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