

# Making Inclusive Education Happen: Turning Beliefs into Action

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UNIVERSITY *of* WASHINGTON

HARING CENTER  
FOR INCLUSIVE EDUCATION





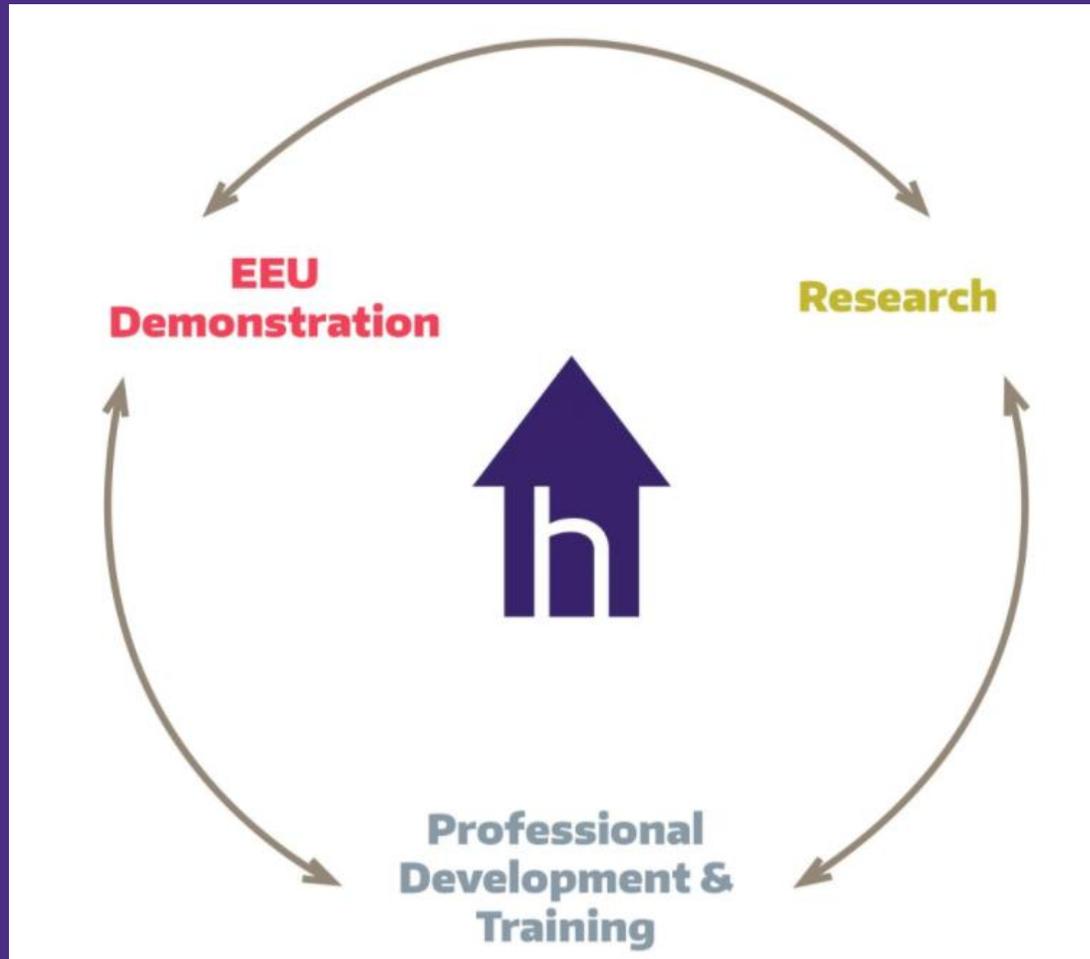
# Ilene Schwartz

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- > **Director, Haring Center**
- > **Professor, Special Education, University of Washington**
- > **Needlepoint and receiving Starbucks deliveries**



# UW's Haring Center



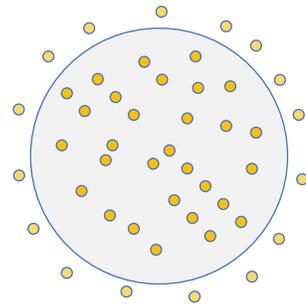
You need to start with WHY



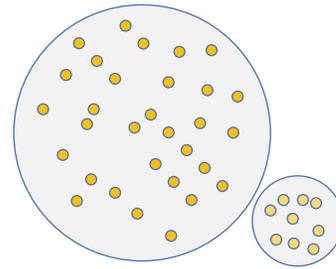
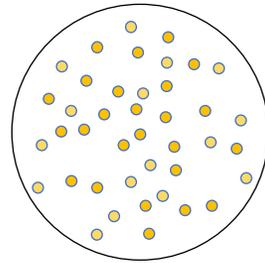
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# INCLUSION

## Has Taken Many Forms

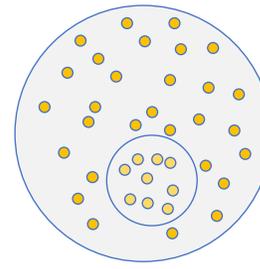


EXCLUSION



SEGREGATIO

N



INTEGRATION

# What is inclusion?

- Inclusion is not a set of strategies or a placement issue. Inclusion is a cultural shift. Inclusion is about belonging to a community – a group of friends, a school community, or a neighborhood.



# Benefits of inclusion...

## Children **without** disabilities:

- Do equally well or better academically
- Have enhanced self-esteem, more sophisticated interpersonal skills
- Are described as more kind, caring and understanding

## Children **with** disabilities:

- Do better developmentally, academically, socially
- Have more friendships in their home communities
- Are better prepared for post-school experiences



Inclusion is  
when  
everyone is  
valued,  
engaged,  
and feels  
connected

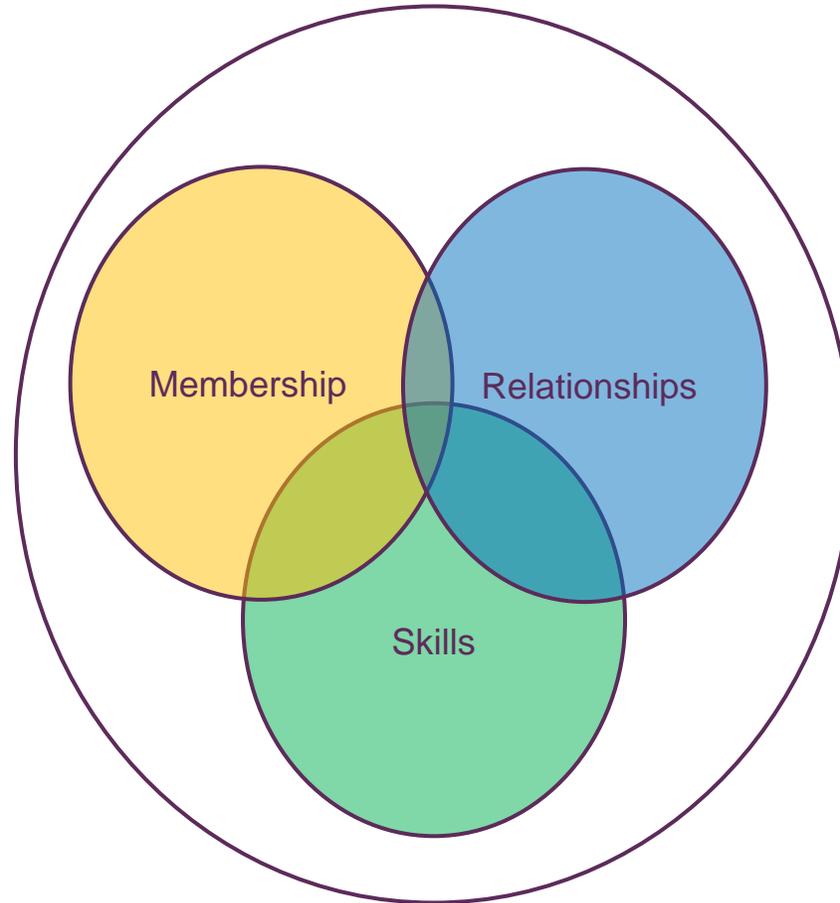


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## Community of Practice

Participation in valued routines, rituals and activities



# Students with Disabilities are Students First



# FEATURES OF INCLUSION



Access

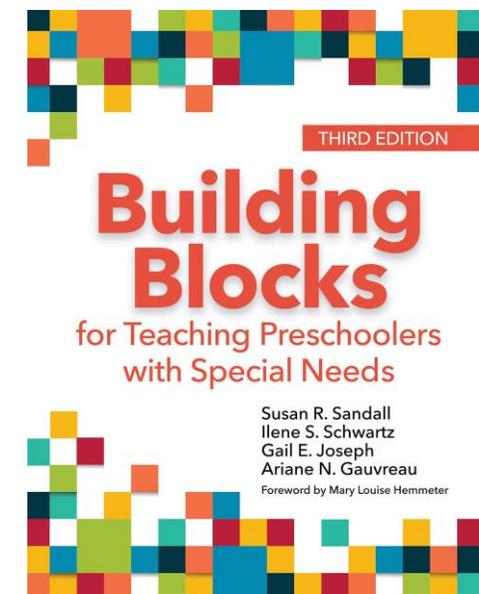


Participation



Support

# Building Blocks Framework





## Building Blocks

A set of educational practices designed to help teachers be more effective in including and teaching young children with disabilities and other special needs in early childhood classrooms and other early learning settings.



# Actions to Implement Inclusion

- Assess the Needs of Children, Families, and Staff
- Arrange the Environment
- Select Appropriate Instructional Strategies
- Evaluate and Modify

# Where do children's goals come from in your program?

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- IEPs?
- Individualized Learning Plans?
- Curriculum Based Measures?



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Gather Information on Individual Goals and Objectives

 <b>Child Assessment Worksheet</b> <i>(continued)</i> 		
Date: _____ Teacher's name: _____ Child's name: _____		
Classroom activities	Classroom expectations	Child's level of performance
		Strength _____ Average _____ Area of concern _____
		Strength _____ Average _____ Area of concern _____
		Strength _____ Average _____ Area of concern _____
		Strength _____ Average _____ Area of concern _____

**Consider Family and Staff Needs**  
**What do they need to support the children?**  
**Training, materials, coaching?**

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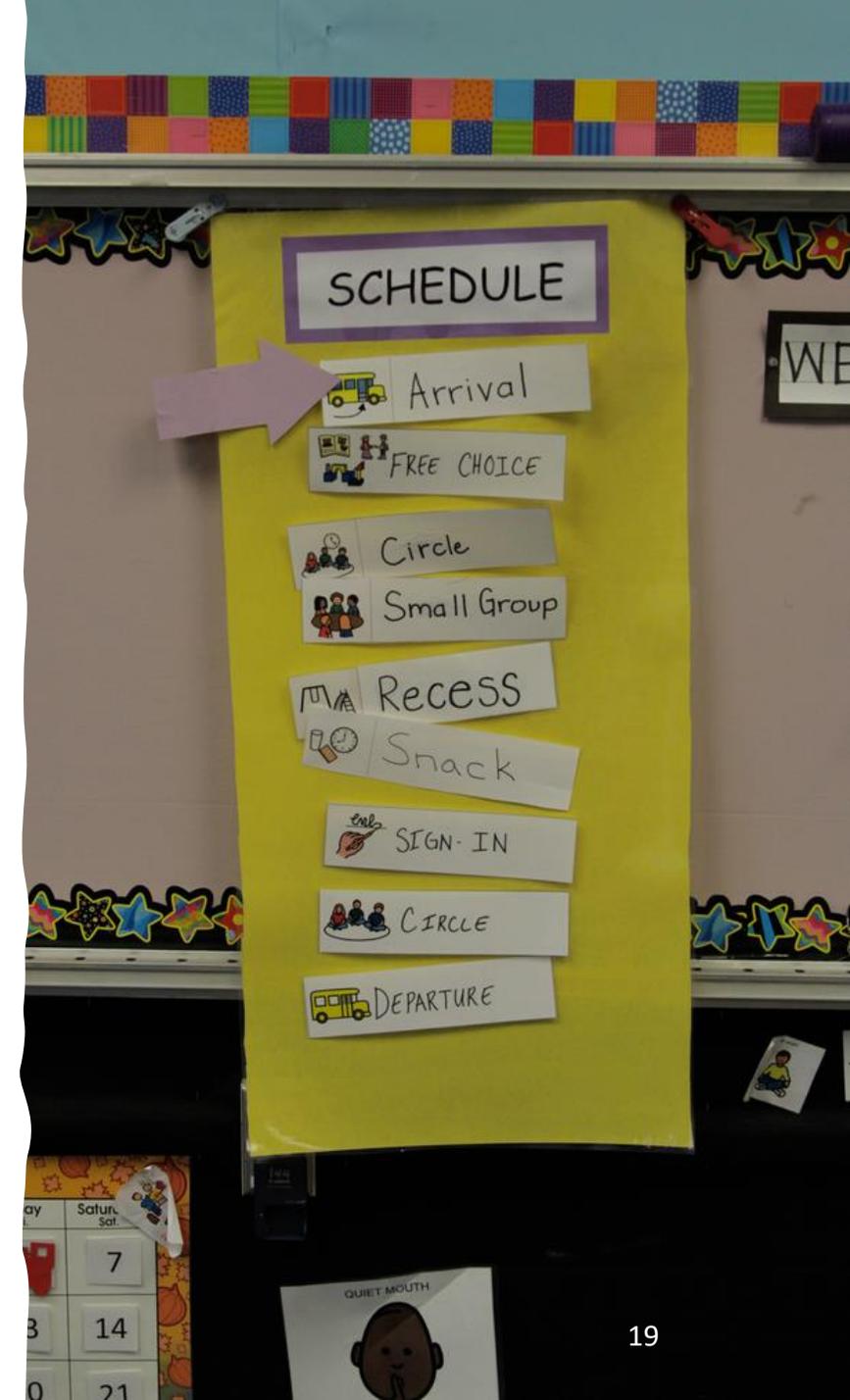
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# Identify and Clarify the Classroom Schedule

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# Curriculum Modification

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WHAT



WHY

WHEN



# What is Curriculum Modification?

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**“A change to the ongoing classroom activity or materials in order to facilitate or maximize a child’s participation in planned activities, interactions, and routines.”**

— Sandall et al., 2019

# What is Curriculum Modification?

**SMALL CHANGE,  
BIG  
IMPACT**

# When Do I Modify the Curriculum?

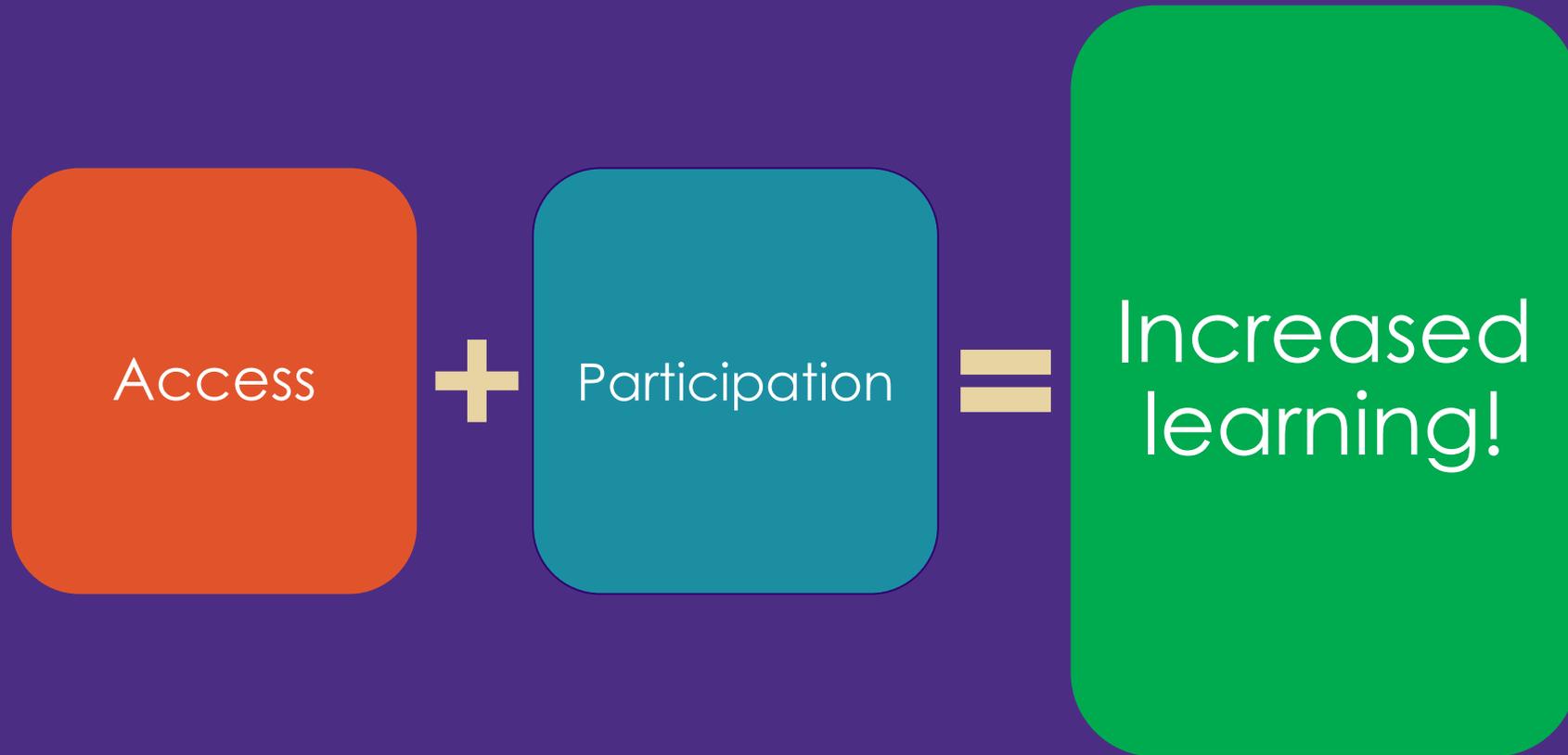
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**When a child is not fully participating in a meaningful way.**



# Why Modify the Curriculum?

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# 8 Types of Curriculum Modifications

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Environmental Support

Special Equipment

Materials Adaptation

Adult Support

Simplify the Activity

Peer Support

Child Preferences

Invisible Support

# Environmental Support

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# Visual Supports as Curriculum Modifications



# Meal or Snack Talk

WHAT DO YOU LIKE TO PLAY?



Monkey Preschool Lunchbox



**Go Dawgs!  
What's your  
favorite husky  
sport?**



# Teaching what visuals mean is important!

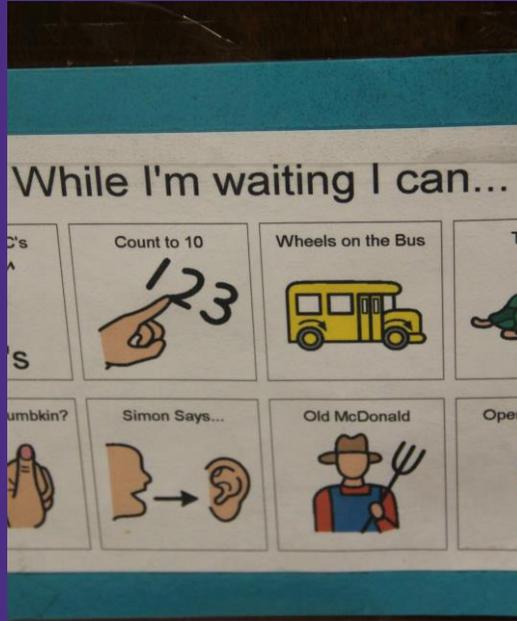
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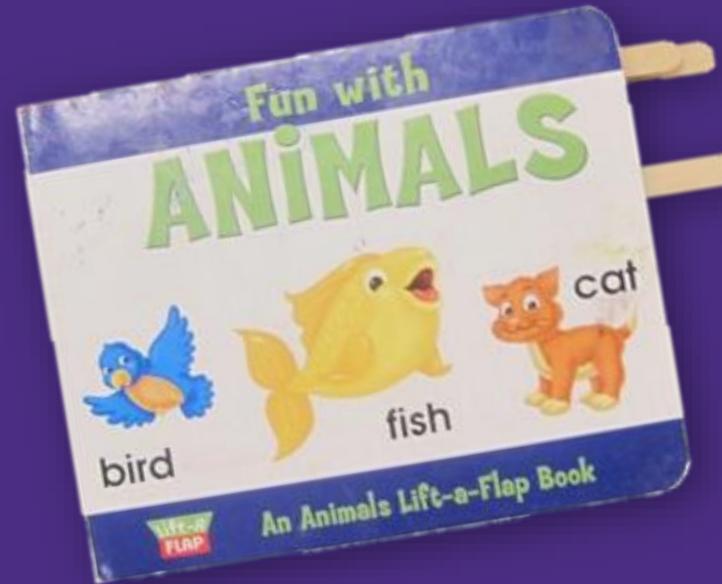
# What Visuals do you use in your classroom or program?

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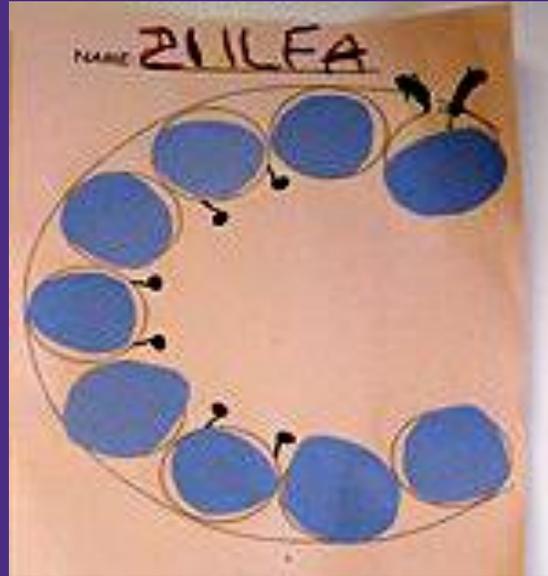
# Materials Adaptation

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# Simplify the Activity

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# Child Preferences

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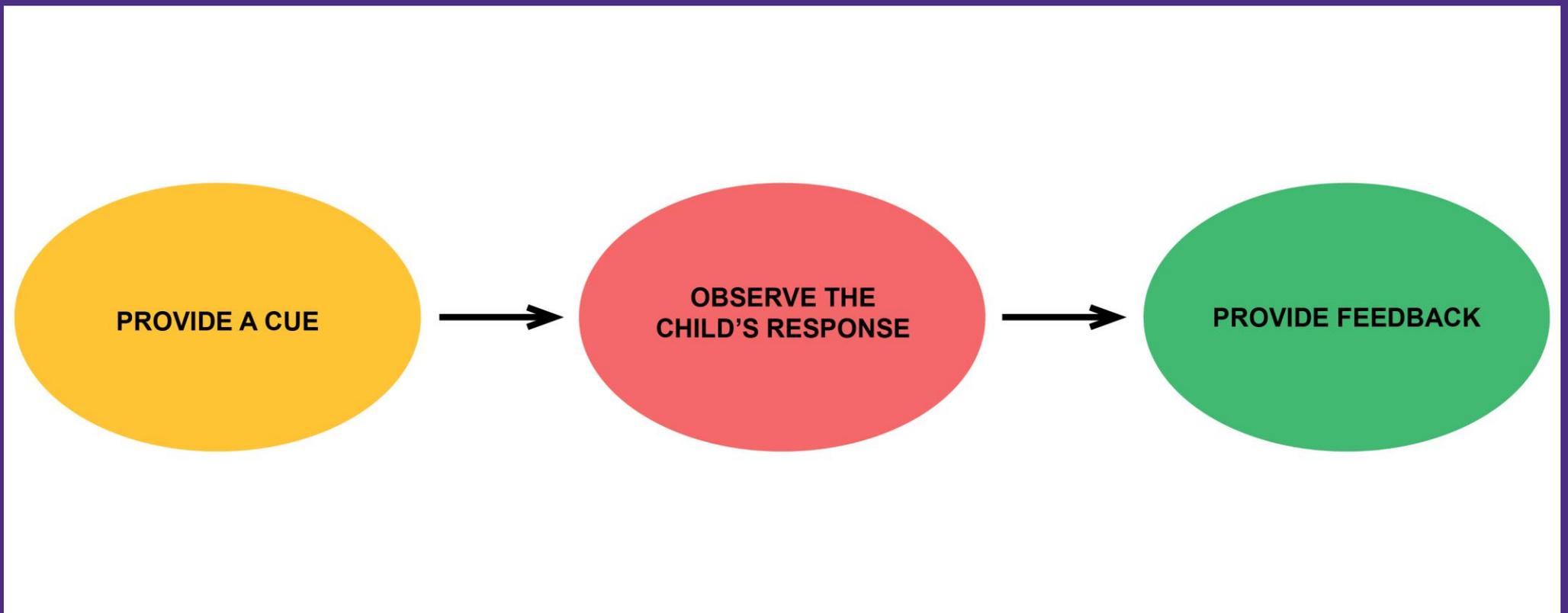
# Special Equipment

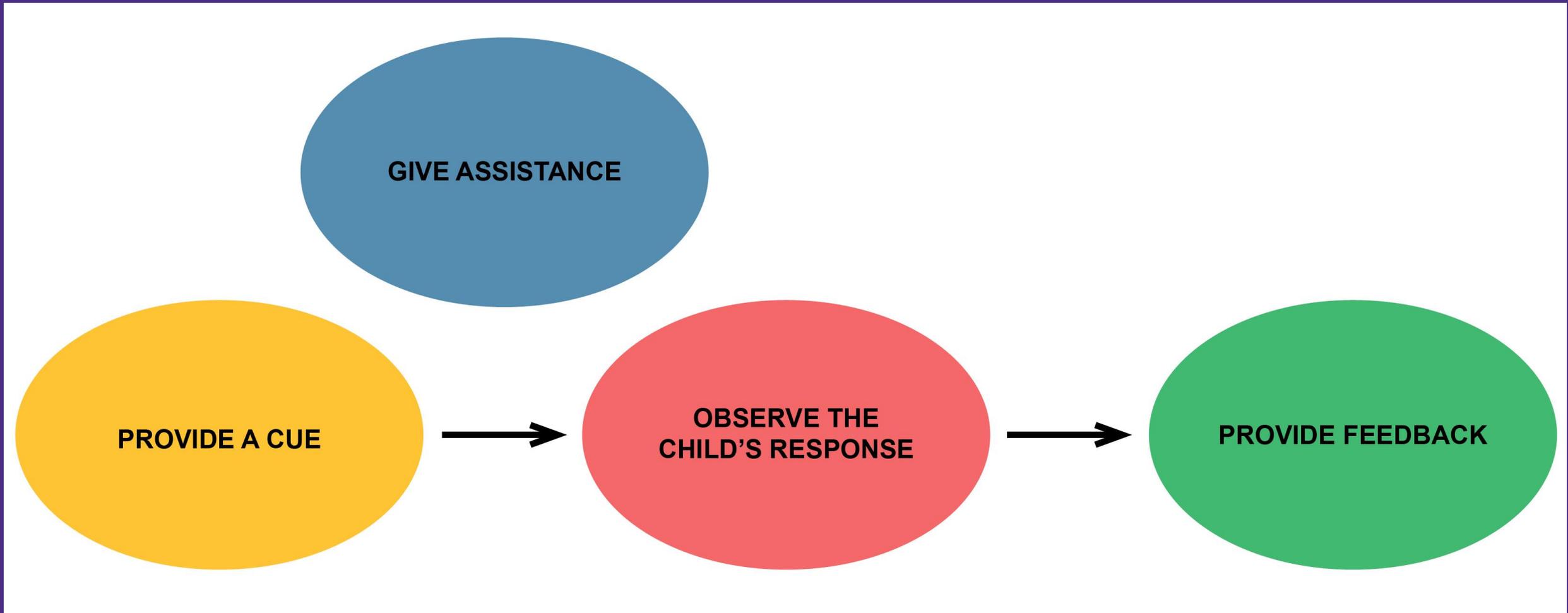
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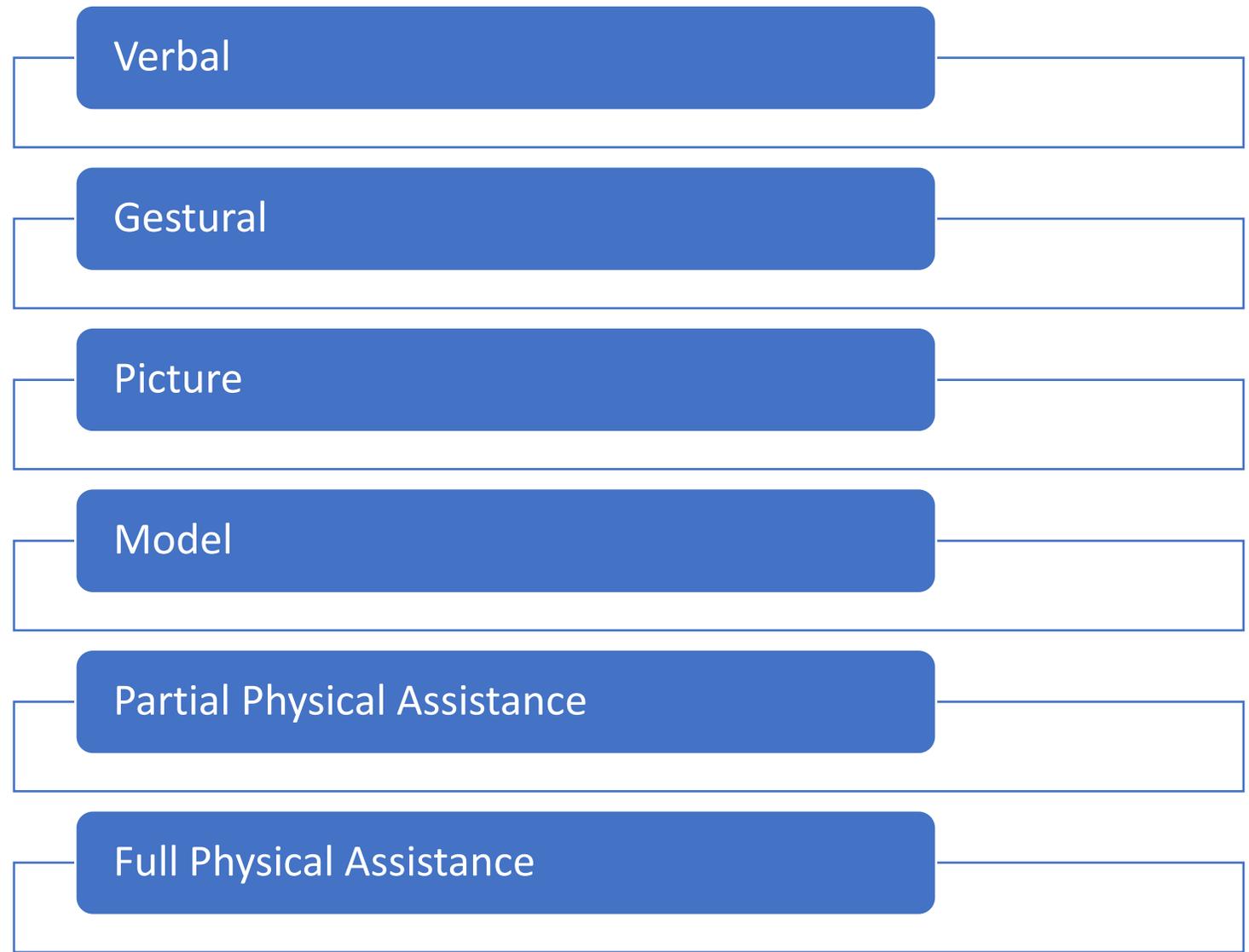
# Embed Instruction Across Activities and Routines

ELO-at-a-Glance				
Date: _____				
Team members: _____				
_____				
Child's name: _____				
Routines: _____				
Objective: _____				
_____				
What are you going to do?				
What are you going to say?				
How will you respond?				
What materials do you need?				
How many opportunities will you provide each day?				
Monday	Tuesday	Wednesday	Thursday	Friday





# Prompt Hierarchy



# Decontextualized vs. Embedded Instruction

- Decontextualized
  - Instruction is provided in a setting that is convenient for instruction
  - Great for beginning skills or academic skills
- Embedded
  - Instruction is provided in the setting in which the skill will be used or that approximates that setting
  - Great for facilitating generalization

Instruction-at-a-Glance		
Date: _____		
Child's name: _____ Teacher's name: _____		
Objective: _____		
1. Setting for instruction		
When? _____		
Where? _____		
How often? _____		
Materials needed? _____		
2. Instructional interaction		
Antecedent	Child behavior	Consequence
Instruction		Positive reinforcement
Prompt		Corrective feedback

(continued)

Instruction-at-a-Glance <small>(continued)</small>														
3. Monitoring progress:														
<b>Instructions:</b> For the numbers 5–0 and ND (“No data”) in the columns representing number of trials, circle or draw a line through each number, depending on response:														
○ = correct, / = incorrect.														
Date														
Current step														
	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Criteria:</b>	ND													
4. Comments, questions, or issues to discuss with the team:														
_____														
_____														
_____														
_____														
_____														
_____														
_____														
_____														

# Instruction-at-a-Glance

## Use an Activity Matrix to Plan Instruction

**Look at the child's objectives and determine:**

- > During what activities will we be able to provide instruction**
- > Do we have adequate opportunities for instruction across all children on the matrix**
- > When is it feasible to collect data on these objectives**



# Activity Matrix -- Individual

	Comm.	Social	Self care	Safety
Table work	imitation			
circle	1-step dir.	participation		
Free play	Spatial concepts Puzzle Point to pic.	Par. Play Play game		Turn to name
Snack			Drink from cup	
transitions		Follow schedule	Hang up clothes Put on clothes	Walk stopping

# Activity Matrix -- Class

	Brian	Sophie	Miles	Adam
table	Imitation Name writing			
Circle	1 step dir Partic.			
play	Vocabulary Puzzle Point to pic. Spatial con. Par. Play Play game Turn to name			
snack	Drink from a cup			
Trans.	Follow schedules			

# Make your matrix your own

	K.V.	L.A.	A.B.	J.T.	M.W.	L.N.	M.D.
ARRIVAL/DEPARTURE	Put on coat correctly	Wait for a toy safely + quietly	With group direction, hang up coat and backpack		Complete 3-step routine direction	Fasten, Zip, buckle, button	Indp. P on coat
CIRCLE	2-word combos	Imitate gross motor actions	Use 3 word sentences		Imitate motor actions	Imitate motor actions	
SNACK	Comment on activity (words or pictures)	3-word utterances Gain peer attn. and request item	Use words to gain peer attn, ask q, request, comment	complete toileting routine w/ support	Produce final consonant in words	Variety of foods	Respond- peer requ
FREE CHOICE	Recip. play w/ peers Imaginary play sequence	2-Step academic task Cut along 6-8 inch line	cut along 6 inch line Persist/ use repair strategies w/ peers	Functional play w/ peer 3-step academic task	Gain attn + request from peers 3-step functional play activity	Self-calming strategies	3-Step imagina play sequenc
SMALL GROUP	3-step academic task w/ visual Trace all letters in name	Trace lines + simple shapes Gain attn + request from peer	Trace simple shapes + lines	Match/sort pictures or objects (color, shape, size)	Trace all letters in name	complete non-preferred task (3-4 steps)	3-Step academic table task Recip. play w/ peer
PLAY/COURT	Cutting w/ adap. scissors (circle) correct (help, one more min, stop)	Reciprocal play w/ peer		Jump down 10 inches with 2-foot takeoff + landing	Reciprocal play w/ peers	Jump on/off raised 2" surface Kick ball 10 ft. to 2-inch target	3-step gross mot game (i.e. kickball)
GYM	Balance beam Jump down 18 inches w/ 2 feet	Throw + catch ball 5 feet		Ascend/descend stairs w/ one hand-rail	3-step gross motor game (i.e. kickball)		Jump down 12 inches w/ 2 feet knee-bend
TRANSITION	Transition w/ large group	Stay in line		Indp. follow group directions			Indp. follow large group directions



L.A.	A.B. hang up coat	M.D.	J.T.	M.W.	L.N.
imitation and request from PEER	drink from open cup w/ min spilling	variety of foods	request from peers verbally	try new foods (5)	take turns, comment, trade toys
2-step academic task	watch/book w/ background music (1 step)	verbally request items or actions	gain attention + request from peers	self-calming strategies	conversation, play in variety of areas
3-word request/comment	write and/or cut pictures + objects (non-therap)	reciprocal play w/ peers	jump onto/off raised 2" surface	ride tricycle pedals forward 40ft	jump up + down w/ 2 feet (down 10 inches)
trace lines + simple shapes	place command cards	put on jacket	transition w/ group keeping pace	fasten zip/buckle/button	

**POSTURE AND STABILITY**

Ideal posture is a state of balance where the body is able to withstand forces effectively and function most efficiently. It is the foundation for optimal function. A child performing the skill whether it be at home or at school, needs to have a stable trunk (core) in order to use their upper and lower extremities effectively. Your trunk/core encompasses shoulders, shoulder blades, clavicle and your hip musculature. If a child's trunk/core is strong they will have better use of their arms and hands for the motor tasks and they will be able to perform an activity effectively and efficiently. Additionally, this gives the child the stability to be able to perform an activity effectively and efficiently.

**IDEAL SEATING POSITION AT A TABLE:**

- Hips should be at back of chair with a 1-2 inch space between the front of the chair and the back of the child's knees.
- Knees at 90 degrees.
- Feet flat on floor.
- Back of chair to shoulder blades.
- Arms should rest comfortably on the desktop surface with the desktop about 4 inches above the flexed elbow when seated.
- Feet flat on floor.

**SEATING SOLUTIONS:**

- Place child's feet on a step stool or small block if their feet don't reach the floor.
- A wedge can be placed behind the child's back if the seat is too deep.
- A wedge can be placed on the seat to raise the height of the chair and to assist with posture by lifting the pelvis.
- Both chairs and wedges are good options for children who are having difficulty in a regular chair. These seating supports help to keep the hips and knees in alignment while requiring the child to engage their trunk/core muscles. These supports are great for kids who struggle to engage their trunk/core muscles.
- A smaller work surface can be used to get the child's arms and hands in a good position for writing, drawing, children from standing over the table and focus them to engage their trunk/core.
- Additionally, an stool is a good option for children who have difficulty attending to activities and maintaining an upright posture.

**SITTING ON THE FLOOR:**

**WARNING:** Do not encourage children to crawl to sitting. This position is not ideal for their hips, knees, ankles and feet and may cause musculoskeletal issues later on in life if continued. This position provides a wide base of support and a lot of stability which is why some children prefer this position.

**Seating Assessment for L.M.A.T.**

Child	Small Group
Name: <u>Casey White</u>	Wedge/Postural
Age: <u>4:0</u>	Big Chair/Wedge/Postural
Gender: <u>Female</u>	Big Chair/Wedge/Postural
Ability: <u>Utterson</u>	Big Chair/Wedge/Postural

Ball chair at circle    Ball chair at small group    Wedge/Postural

**Seating Assessment for L.M.A.T.**

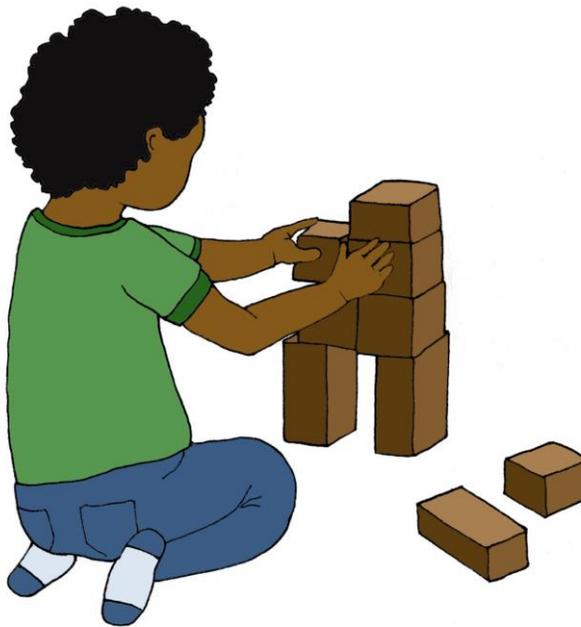
Child	Small Group
Name: <u>Lucy White</u>	Wedge/Postural
Age: <u>4:0</u>	Big Chair/Wedge/Postural
Gender: <u>Female</u>	Big Chair/Wedge/Postural
Ability: <u>Utterson</u>	Big Chair/Wedge/Postural

Ball chair at circle    Ball chair at small group    Wedge/Postural

hang up coat	B.C.	K.S.	G.H.	A.J.	S.W.	G.P.
circle	follow daily routines	self-calming (take a break)	AC - recall and predict events (stories at 100)	PECS following routines	circle partner	Motor imitation
snack	maintain comm. Exchange (from, to, please)	CCPH - describe leads - initiating	COMM - stickers	COMM - speech sounds (cvc, vc)	utensils	utensils
free choice	FC - remain @ activity 10-15 mins	reciprocal play request (peer)	ACR - problem solving choice a strategy	PECS 3b	Engage w/ 3+ toys for 2 mins w/	vertical lines
small group	allow routine 2 step directions	3 step line motor skills (one drawing shape, one cutting)	sm group participation	vertical lines	bilateral	Navigation Environment
playgroup	allow 2 or 3 directions to complete	COMM - wet/cold/dirty	COMM - wet/cold/dirty	Resolving conflicts	All - self-regulation	wash hands
gym						

## Implement the Plan

- Teach
- Collect data



# Drew's Data

## Transition data

Child's Name: *Drew*

Learning Objective: *Will follow transition cue with picture card 80% of time, 2 consecutive days*

Transition	10/8	10/9	10/11	10/15	10/16				
Arrival to Circle	+	0	+	+	0				
Circle to Small Group	0	0	0	0	0				
Small Group to Choice 1	+	0	+	0	+				
Choice 2	0	0	0	0	0				
Choice 3	0	0	+	0	0				
Choice to Snack	0	+	0	+	+				
Snack to Outdoor	+	+	+	+	+				
Outdoor to Departure	0	0	0	0	0				
#	3	2	4	3	3				
%	37.5%	25%	50%	37.5%	37.5%				

Key:

+ = correct

0 = incorrect, no response or needs assist

# Mateo's Data

		Instruction-at-a-Glance <i>(continued)</i>												
3. Monitoring progress:														
<b>Instructions:</b> For the numbers 5–0 and ND (“No data”) in the columns representing number of trials, circle or draw a line through each number, depending on response:														
○ = correct, / = incorrect.														
		Mateo				Date 11/4								
Current step	11/7	11/12	11/18	11/25										
Walk (“cruise”) from one chair to another 4 chairs	<del>5</del>	<del>5</del>	⑤	⑤	5	5	5	5	5	5	5	5	5	5
	④	<del>4</del>	④	<del>4</del>	4	4	4	4	4	4	4	4	4	4
	③	<del>3</del>	<del>3</del>	③	3	3	3	3	3	3	3	3	3	3
	②	②	②	<del>2</del>	2	2	2	2	2	2	2	2	2	2
	<del>1</del>	<del>1</del>	①	<del>1</del>	1	1	1	1	1	1	1	1	1	1
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4/5 times Criteria: 2 days	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND





# What next?

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What is one plan you have for your program or classroom after this presentation?



**Inclusion is a team sport**

**Build your team**

**Who and what do you need to  
achieve your goal?**

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# Thank you for joining us today!

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# The Haring Center can help!

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We provide **training, coaching, consultation, and program review** to any community looking to advance inclusion and best practices for learners with and without disabilities.

[Haringcenter.org/PDU](https://Haringcenter.org/PDU) | [PDUTrain@uw.edu](mailto:PDUTrain@uw.edu)