

INCLUSION

WHAT IT IS! – WHAT IT IS NOT!

SUPER SATURDAY

ECE

City of Irvine

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Darcie M. Kass

WHAT IS INCLUSION?

- Inclusion is about ALL of us
- Inclusion is about living full lives – about learning to live together
 - Inclusion is about belonging
 - Inclusion treasures diversity and building community
- Inclusion is about our ‘abilities’ – our gifts and how to share them
 - Inclusion is NOT just a ‘disability’ issue

WHY INCLUSION?

Schools with inclusive practices lead to children who have a better understanding of and respect for diversity and the differences of others in society



WHAT ELSE IS INCLUSION?

Developmental Disability

Incidental Medical Services

Second Language Learners

Homeless

Trauma

Migrant

Military

LGBTQ

Challenging Behaviors

DEVELOPMENTAL DISABILITIES

- Autism
- Down Syndrome
- ADHD
- Cerebral Palsy
- Speech/Language Delays
- Hearing/Visual



INCIDENTAL MEDICAL SERVICES

- Blood-Glucose Monitoring Diabetes
- Administering Insulin (Injection or Pump)
- Administering Inhaled Medication
- EpiPen JR. or EpiPen
- Administering Anti-Seizure Meds
- Gastrostomy Tube Care
- Emptying an Ileostomy Bag



SECOND LANGUAGE LEARNERS



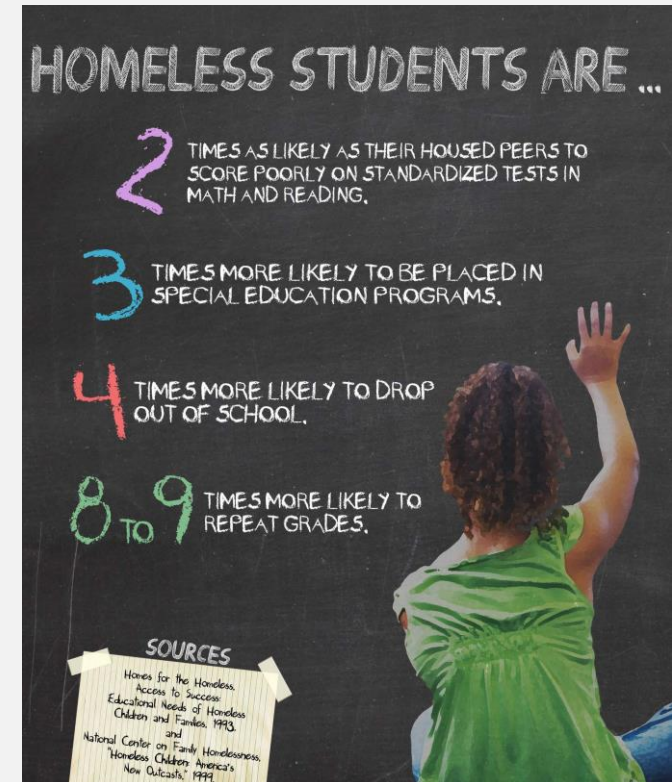
HOMELESS

2016 – 2017

OC District Enrollment K – 12	490,430	
Identified as Homeless	27,119	5.5%

Primary Nighttime Residency of Homeless Students

Shelters	1,055	3.9%
Doubled or Tripled Up	24,274	89.5%
Unsheltered	367	1.4%
Hotels/Motels	1,423	5.2%



TRAUMA

- Traumas can be the result of intentional violence—such as child physical or sexual abuse, or domestic violence
- Unintentional violence – video games, movies, TV
- The result of natural disasters, accidents, or war
- Young children also may experience traumatic stress in response to painful medical procedures or the sudden loss of a parent/caregiver (death or divorce)



MIGRANT

- Preschools, early childhood centers, and other child care settings can play a critical role in supporting the children in immigrant families.
- There are 1.6 million children under the age of 5 nationwide who have at least one parent who is undocumented (Gándara & Ee, 2018a, p. 3).
- Young children in immigrant families may be experiencing a number of situations that are causing stress, anxiety and trauma.
- This can impact their healthy development, social interactions, and motivation.
- In addition, the situations children's families are facing may have an impact on whether their basic needs are being met.



MILITARY

- The demands on military members and their families are not only increasing, but are becoming more complex.
- Military families sacrifice their personal comfort and experience tremendous upheaval when soldiers, sailors, airmen, Marines, reservists and National Guard members are called to serve our country here or abroad.
- Children are especially vulnerable when separated from parents due to deployments.
- Their unique developmental perspective and limited life experience put them at a heightened risk for emotional distress during the separation period.



<https://www2.ed.gov/about/offices/list/os/homefront/homefront.pdf>

LGBTQ

- LGBTQ Families
- Transgender – children who identify as the opposite gender
 - Trans* Youth come out as young as 3 – 5 years of age
 - LGBT individuals encompass all races and ethnicities, religions, and social classes
 - Three millions parents who are LGBTQ and their six million children live in the U.S. today
 - 500,000 plus LGBTQ couples are raising children who are adopted

~ 2010 Census

“There is at least one child in almost every early childhood classroom who in later years will recognize their identity as lesbian, gay, bisexual, or transgender.” ~ Bert & Lesser, 2008



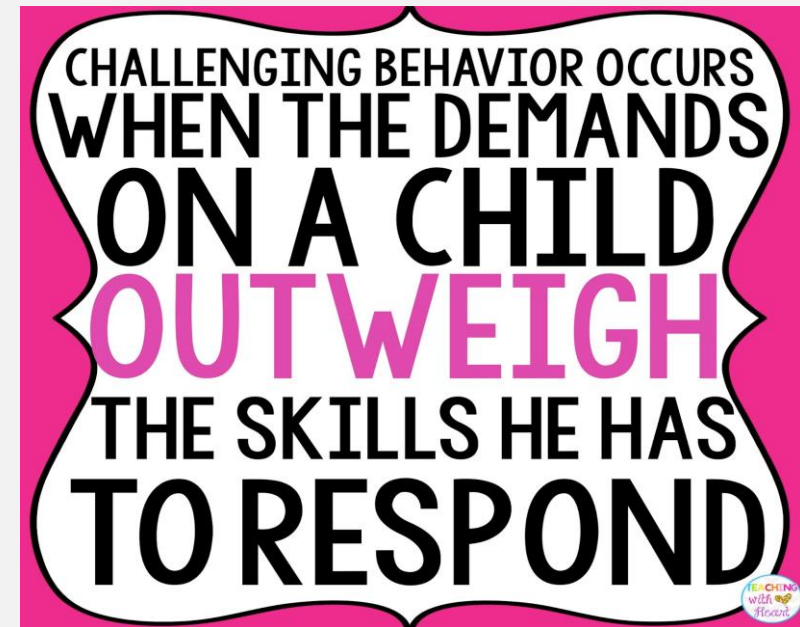
CHALLENGING BEHAVIORS

Challenging behaviors happen when a lagging skill is paired with a problem to be solved that requires those skills

Remember the 'function' of the behavior

Lagging Skills can include one or more skills:

- Language processing skills
- Emotional regulation skills
- Executive functioning skills
- Cognitive flexibility skills
- Social Thinking skills
- Sensory integration



SHIFTING OUR MINDSET

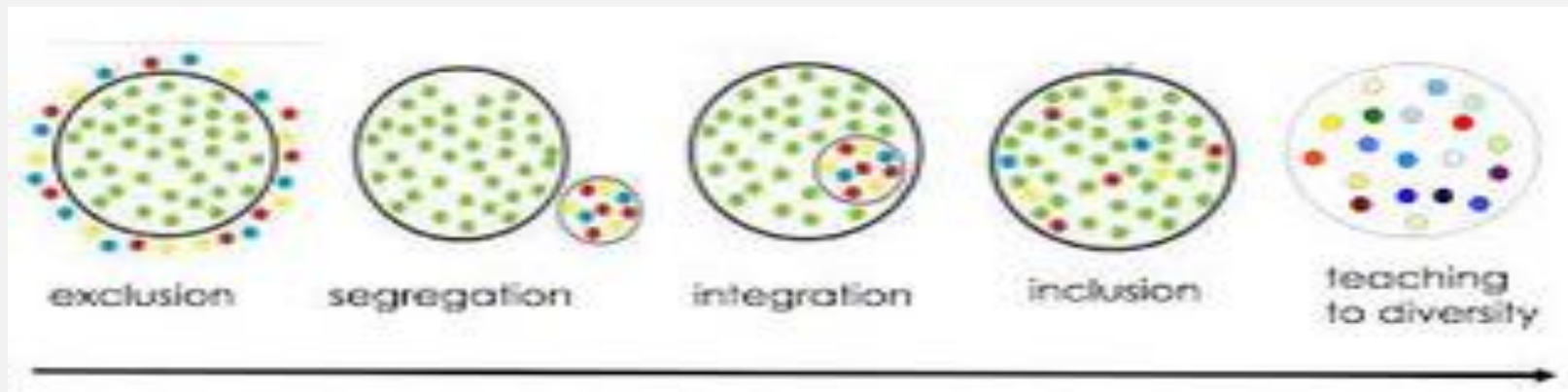
“Our job is to teach the kids we have.

Not the ones we used to have.

Not the ones we would like to have.

The ones we have right now....

All of them”.



HOW?

- Accept all children in the classrooms and into the life of the program
- Provide as much support as possible to the students, teachers and classrooms
- Develop goals according to a child's individual abilities and needs
- Understand that children do not need to have the same goals and needs
- Look at all students for what they *can* do rather than what they *cannot* do



HOW?

- Have teachers knowledgeable about different ways of teaching and learning
- Recognize that students with varying abilities and strengths can learn together
- Restructure philosophies and policies that focus on children reaching their full potential
- Obtain 'buy-in' from all stakeholders:
 - Owners, BOD, Administrators, Directors, Teachers, Parents, and the Children



PHILOSOPHY

- Defined by vocabulary.com:
 - ‘a belief (or system of beliefs) accepted as authoritative by some group or school’
 - ‘any personal belief about how to live or how to deal with a situation’

Inclusive education is not a program. It is an educational **philosophy** that values the participation and education of students with and without varying abilities and needs in the same classroom.

This philosophy is the foundation of how a school system functions. Administrative decisions, staffing, training, resources, scheduling, and curriculum are derived from inclusive beliefs about education.

PHILOSOPHY

SOCIAL JUSTICE

Since it is rooted in the belief that students with and without varying abilities and needs have an equal right to a meaningful education, inclusion is also a **social justice** issue. Barriers in our communities and classrooms are removed so that every child can participate and learn to the fullest extent possible.



INCLUSION

‘It’s not harder work it’s just different work’



CONTACT

- A Child's Place Learning Center, Inc.

1941 Church Street

Costa Mesa, CA 92627

949 646-4318

- Darcie M. Kass

darcie@acplearningcenter.com

