

# Inclusion: The Role of the Program Administrator



Project funded by the Child Care and Head Start Bureaus in the U.S. Department of Health and Human Services



## What Works Brief Training Kit #13



Center on the Social and Emotional  
Foundations for Early Learning  
[www.vanderbilt.edu/csefel/](http://www.vanderbilt.edu/csefel/)

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The **What Works Brief Training Kits** were developed to help in-service and pre-service providers conduct staff development activities. Each kit is based on one What Work Brief and contains the following items: presenter's PowerPoint note pages, participant handouts, activity ideas, pre-training survey, demographic form, training evaluation, and training certificate.

The What Works Brief Training Kits are grounded in the Pyramid model depicted below which provides a framework for describing the four interrelated levels of practice that address the social and emotional development of all children. The Pyramid is designed to guide practitioners in understanding the importance of children's social emotional competence in terms of school readiness and the prevention of challenging behavior. This What Works Brief Training Kit relates to the base level of the Pyramid.



We welcome your feedback as you provide professional development activities with these materials.

Special thanks to the Meginnis Endowment at UIUC for funding to help support this effort and to the following individuals who developed the What Works Brief Training Kits materials: Micki Ostrosky, Hedda Meadan, Greg Cheatham, Monique Mills, Sallee Beneke, Nancy Gaumer, Amy Hayden, Elenor Rentschler, and Angel Fettig.



## Presenter Notes



### ***Speaker Notes:***

- Presenter should be familiar with the content in *What Works Brief #13* and *Module 4, Leadership Strategies* (available at <http://www.vanderbilt.edu/csefel/>).
- Consider using the *What Works Brief # 13* handout as a supplemental resource.
- Welcome participants.
- Take care of any logistics (e.g., length of time for session, break, handouts, etc.).
- Pass out pre-training survey for all participants to complete and turn in, if desired.
- As you present the workshop:
  - Remind participants to take the culture and background of children into consideration and to work hand-in-hand with parents when they select target behaviors, since some behaviors may be part of the child's culture.

## Important Laws Related to Inclusion

- The Americans with Disabilities Act (ADA)
- Section 504 of the Rehabilitation Act
- Individuals with Disabilities Education Act (IDEA)



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### ***Speaker Notes:***

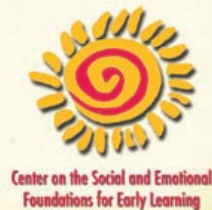
ADA—A federal civil rights law which states that people with disabilities are entitled to equal rights in employment; state and local public services; and public accommodations such as schools and early childhood programs, including child care centers, Head Start programs, and family child care homes.

Section 504—Prohibits discrimination against children and adults on the basis of a disability by any program or activity receiving federal financial assistance.

IDEA—Ensures that all children and youth with disabilities have access to a free, appropriate public education.

## Meeting the Requirements of ADA and Section 504

- Nondiscriminatory recruitment, enrollment, and employment
- Physical accessibility of program
- Time for staff to prepare to include children with disabilities
- Accommodations for children, staff, and families with disabilities



### ***Speaker Notes:***

Discuss how program administrators can meet legal requirements of ADA and Section 504.

## Meeting the Requirements of IDEA

- Identify children with disabilities within your program
- Ensure IFSP and IEP plans are being followed for children with identified disabilities



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### ***Speaker Notes:***

- Discuss how program administrators can meet legal requirements of IDEA.
- If you suspect a child has a disability, talk with the family and provide them with contact information for your local school district or early intervention program for an IDEA evaluation.
- IFSP—Individualized Family Service Plan (infants); typically birth – 3
- IEP—Individualized Education Program (older children); preschool – 21

## Typical Challenges to Inclusion

- Collaboration
- Training and experience
- Beliefs and attitudes



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### ***Speaker Notes:***

- Collaboration: Issues sometimes arise between school districts and early intervention programs that receive funding/other resources to educate children with disabilities, and child care or Head Start programs where children with disabilities are served.
- Training and experience: Most child care personnel worry that they don't have the knowledge or expertise to serve children with disabilities.
- Beliefs and attitudes: Fears and inadequate or misleading information can contribute to child care personnel and families being reluctant to include children with disabilities in child care settings.

## Activity 1

### Challenges to Inclusion

- What challenges to inclusion exist within your program?



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### ***Speaker Notes:***

- Distribute activity handout.
- Ask participants to brainstorm with a partner.
- What (administrative) challenges to inclusion exist within their program?
- Write these on a white board or flip chart.



## What Can Administrators Do?

- Communicate to staff that research-based, high-quality inclusive practices yield positive child outcomes
- Look to successful inclusive programs to illustrate success
- Develop planning teams to make inclusion work
- Shape beliefs about inclusion



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### ***Speaker Notes:***

- Tell participants that administrators can address the typical challenges in the following ways:
  - 1—Administrators can communicate to staff that, as supported by research, high-quality inclusive practices yield positive child outcomes.
  - 2—Administrators can use the research and experience of other successful inclusive efforts to build support for inclusion.
  - 3—Community planning teams (including school districts, child care, Head Start, families) can help plan for successful inclusion. Share information, resources, and training.
  - 4—Administrators can shape the beliefs and attitudes (of their staff) that are critical to the success of inclusion through meeting to build trust, overcome challenges, and share success stories.

## Activity 2

### Addressing Your Challenges

- Work in pairs to devise ways to address the challenges that you identified previously.
- Be prepared to share these ideas with the group.



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### ***Speaker Notes:***

- Have participants work in same pairs. Each pair should share their ideas with the group.
- After completing the discussion, thank the participants for participating and have them complete the evaluation form, if appropriate.
- Distribute the certificate of attendance if appropriate.

# Pre-training Survey

WWBTK #13: Inclusion: The Role of the Program Administrator

- ☀️ Which three laws are important to inclusive services for young children with disabilities?

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- ☀️ What do these three laws say about providing inclusive services to young children with disabilities?

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- ☀️ What are two strategies administrators can use to help facilitate inclusion in their programs?

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- ☀️ What are the three most pressing issues you face as an early childhood professional?

1. 

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2. 

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3. 

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# Pre-training Survey

WWBTK #13: Inclusion: The Role of the Program Administrator

## Demographic Information

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Describe yourself (check the boxes that best describe you):

Your gender: ☐ Female ☐ Male

Your age: ☐ under 30 ☐ 31 to 40 ☐ 41 to 50  
☐ 51-60 ☐ 61 and above

Your ethnicity: ☐ European American ☐ Asian-Pacific ☐ Hispanic  
☐ African-American ☐ American Indian ☐ Other (specify)\_\_\_\_\_

Check your current teaching certificates:

- ☐ Early Childhood Education
- ☐ Elementary Education
- ☐ Special Education
- ☐ Other (Specify)\_\_\_\_\_

Check the one that best describes your education:

- ☐ High school or GED
- ☐ Some college
- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ Master's degree
- ☐ Other (Specify)\_\_\_\_\_

Your teaching experience:

How many year(s) have you taught preschoolers?\_\_\_\_\_

How many year(s) have you taught preschoolers with IEPs?\_\_\_\_\_

Thank you for completing this survey.



# Participant Notes



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## WWB Training Kit #13

### Inclusion: The Role of the Program Administrator

#### Participant PowerPoint

## Notes

### Important Laws Related to Inclusion

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- Section 504 of the Rehabilitation Act
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### Meeting the Requirements of ADA and Section 504

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## Meeting the Requirements of IDEA

- Identify children with disabilities within your program
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## Typical Challenges to Inclusion

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- Beliefs and attitudes



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## What Can Administrators Do?

- Communicate to staff that research-based, high-quality inclusive practices yield positive child outcomes
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## Notes

# Activities 1 & 2

## Challenges to Inclusion and Addressing Your Challenges

WWBTK #13: Inclusion: The Role of the Program Administrator

Directions:

Work in pairs to answer the following questions:

1. What challenges to inclusion exist in your program?
2. What are some ways to address the challenges that you identified previously?

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Challenges to Inclusion	Addressing Your Challenges

# CSEFEL Training Workshop Evaluation

WWBTK #13: Inclusion: The Role of the Program Administrator

Date: \_\_\_\_\_ Location: \_\_\_\_\_

Topic: \_\_\_\_\_

Speaker(s): \_\_\_\_\_

Your position: \_\_\_\_\_

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☀ Circle the number that best expresses your reaction to each of the following items:

- |  |                       |   |   |   |   |                        |
|--|-----------------------|---|---|---|---|------------------------|
| 1. This topic is important to me.            | (Extremely Important) | 4 | 3 | 2 | 1 | (Not Important at All) |
| 2. The amount of information covered was     | (Just Right)          | 4 | 3 | 2 | 1 | (Inadequate)           |
| 3. The information covered was clear.        | (Very Clear)          | 4 | 3 | 2 | 1 | (Vague)                |
| 4. The activities conducted were beneficial. | (Very)                | 4 | 3 | 2 | 1 | (Not at All)           |
| 5. The handouts provided were useful.        | (Very)                | 4 | 3 | 2 | 1 | (Not at All)           |
| 6. Overall, this presentation was            | (Very Useful)         | 4 | 3 | 2 | 1 | (Not Useful)           |

☀ Things I liked about this presentation:

☀ Things I would change about this presentation:

☀ Additional information I would like on this topic:

☀ New things I am going to try as a result of this workshop:

☀ Additional comments:



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## *Certificate of Training*

Inclusion: The Role of the Program Administrators

This is to certify that

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successfully completed the above training

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*Trainer*

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*Trainer*



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*Participant*

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*Date and Location*

*Additional training resources are available at: <http://www.vanderbilt.edu/csefel/>*