ISSUES AND ACTIONS: ACHIEVING FULL INCLUSION FROM BIRTH – THIRD GRADE

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Today’s Objectives

- Describe multiple issues impacting B-3rd inclusion
  - Risk
  - Reach
  - Results
- Gain clarity on **alignment**, **continuity**, and **transitions** as they pertain to inclusion.
- Suggest actions for influencing **policy & practice** for B-3rd inclusive services; and
- Identify **resources** available from national technical assistance centers and institutes.
IGNORING THE NEED FOR INCLUSIVE EDUCATION DOESN'T MAKE IT GO AWAY.
Where does our understanding of B – 3rd inclusion show up?

- Programs
- Policies
- Practices
- People

Risk – Reach - Results
Louisiana Risk and Reach
States with preschool programs

- **Has program**
- **Program in process**
- **No Program**
FIGURE 1: PERCENT OF 4-YEAR-OLDS SERVED IN STATE PRE-K

Figure 2: Percent of State Pre-K Programs Meeting Benchmarks 2002-2012

STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION

3-YEAR-OLDS

- Pre-K: 85%
- Head Start: 11%
- Special Ed: 4%
- Other/None: 3%

4-YEAR-OLDS

- Pre-K: 58%
- Head Start: 28%
- Special Ed: 8%
- Other/None: 3%
A Closer Look at Reach
States requiring developmental screening

Note: States with multiple programs were coded “yes” if at least one program indicated “yes.”
States including special education in enrollment

Note: States with multiple programs were coded “yes” if at least one program indicated “yes.”
States allowing age exceptions because of special education needs

- **Yes**
- **No**
- **No program**

Note: States with multiple programs were coded “yes” if at least one program indicated “yes.”
States reporting English Language Learners in pre-K

Note: States with multiple programs were coded “yes” if at least one program indicated “yes.”
States providing support services for English Language Learners

Note: States with multiple programs were coded “yes” if at least one program indicated “yes.”
Who are we including in B-3rd Inclusion?

Does all mean all?

- Ages & grades
- Genders
- Differently-abled
- Exposure to risk
- All races/cultures/ethnicities/faiths
- English Language Learners
- Income levels
- Family structures & living arrangements
Alignment, Continuity and Transition??

Beth Rous, University of Kentucky
Understanding of Transition

Descriptive
Skills to function in K and/or 1st grade

Family Experiences

Importance of formal school entry
Impact on later academic achievement
Role of ecological factors

EI/ECSE

Early Childhood
Attention to Multiple Transitions Across the Early Childhood Period
“coherence and connectedness among child’s experiences at home and school from preschool through the elementary grades” (Bredekamp, 2010, p. 135).
coordination of separate elements or parts (Kagan & Kaurez, 2007) ... degree of a correspondence regarding the content of early learning standards, curriculum, and assessment.

Alignment
child changing settings both within a day and across time

Transition
Impacting the experiences of minority boys through attention to continuity, alignment and transitions.

“Every minute counts when impacting lives.”

Sharon Ritchie
FPG Child Development Inst
Drop Out Prevention Starts Now

We need to make school a place where minority boys find themselves smart and capable, and have the opportunity and motivation to develop knowledge, skills, and abilities.
Over Representation

- ‘Exiled’ “Isolated”
- Discipline
- Special Education
- Retention
- Overlooked for their gifted and talented potential
Children form academic trajectories early in their school careers that tend to be stable and difficult to change over the course of their schooling (Alexander & Entwisle, 1993).

Children’s negative perceptions of competence and attitudes become stronger and harder to reverse as children progress through school (Valeski & Stipek, 2001).

“If a bad year is compounded by other bad years, it may not be possible for the student to recover.”

(Hanushek, 2010)
Continuity

Coherence and connectedness among child’s experiences at home and school from preschool through the elementary grades
CLASS: Emotional Support Across PreK-3

<table>
<thead>
<tr>
<th></th>
<th>Pre K</th>
<th>K</th>
<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Climate</td>
<td>5.3</td>
<td>4.1</td>
<td>4.6</td>
<td>5.1</td>
<td>4.0</td>
</tr>
<tr>
<td>Negative Climate</td>
<td>3.0</td>
<td>1.3</td>
<td>1.6</td>
<td>1.4</td>
<td>2.1</td>
</tr>
<tr>
<td>Teacher Sensitivity</td>
<td>5.3</td>
<td>3.8</td>
<td>4.3</td>
<td>4.6</td>
<td>3.5</td>
</tr>
<tr>
<td>Regard for Std Pers.</td>
<td>4.8</td>
<td>3.3</td>
<td>3.9</td>
<td>3.5</td>
<td>2.9</td>
</tr>
</tbody>
</table>
**Activity Setting - Pre K**
- Basics: 15%
- Meals/Snacks: 9%
- Whole Group: 24%
- Choice: 37%
- Small Group: 2%
- Station: 5%

**Activity Setting - K**
- Basics: 19%
- Meals/Snacks: 5%
- Whole Group: 45%
- Choice: 6%
- Small Group: 0%
- Station: 2%

**Activity Setting - 1st Grade**
- Basics: 23%
- Meals/Snacks: 4%
- Whole Group: 45%
- Choice: 5%
- Small Group: 1%
- Station: 4%

**Activity Setting – 2nd Grade**
- Basics: 26%
- Meals/Snacks: 4%
- Whole Group: 33%
- Choice: 8%
- Small Group: 0%
- Station: 0%
Alignment

Coordination and degree of correspondence across the content of early learning standards, curriculum, and assessment
Snapshot Teaching Approaches by Content

- **Math**
  - Didactic: 74%
  - Scaffolds: 9%
  - Reflection: 0%

- **Literacy**
  - Didactic: 62%
  - Scaffolds: 20%
  - Reflection: 0%
Culturally Relevant Teaching

* Individualism fosters and promotes independence, individual thinking, individual achievement, self-expression, and personal choice.
* Collectivism fosters and values interdependence, group success through adherence to norms, respect for authority, and group consensus.

(Trumbull, Rothstein-Fisch, & Greenfield, 2000).
Practices that hinder collaboration

High level of teacher control

* Heavy reliance on whole group and independent work
* Culture of silence
* Lack of scaffolded support to build children’s awareness of themselves and their abilities to collaborate
Gradual Release Instructional Model

Fisher & Frey, 2007

Teacher Responsibility

Focus Lesson

Guided Instruction

Collaborative Learning

Independent Tasks

Student Responsibility

“I do it”

“We do it”

“You do it together”

“You do it alone”
Transition

Child changing settings both within a day and across time
Let me count the transitions....

* Departmentalization, specials, bus, playground, lunch room
* Transitions and the interaction with arbitrary rules and self regulation
As children develop self-regulation, they:

* ignore distractions
* focus and attend
* delay gratification
* persist in challenging situations
* recognize that others have needs
* ask for help
* plan and think deliberately
* control emotions and express them appropriately

(McClelland, Acock, & Morrison, 2002).
Children’s main job in their 0-5 programs is to learn to negotiate space, materials and relationships.

When they walk through most kindergarten doors, the opportunity to continue to develop those skills disappears.
Continuity - Help educators respond to the current dramatic shift in emotional and instructional climates that children experience.

Alignment - Use national and state standards to inform instructional practices to move towards collaboration, problem solving and higher order thinking.

Transition - Help educators recognize how poorly handled transitions perpetuate inequity.
Please feel free to contact us with questions or comments at:

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Research-based Instructional Practices

**Culture of Caring**
- Nurture Positive Relationships
- Strengthen Self-Efficacy & Racial/Cultural Identity
- Develop the Whole Child

**Culture of Competence**
- Prioritize Communication
- Promote Peer Interactions
- Develop Self-Regulation
- Encourage Independence

**Culture of Excellence**
- Balance Teaching Approaches
- Integrate & Balance Curriculum
- Build Higher-Order Thinking
Some things we know about boys...

- Resting brain of boys is sleeping.
- Boys are more emotionally sensitive.
- Young boys prefer real world connections.
- Boys tend to prefer having space when they learn.
- Movement helps boys manage and relieve impulsive behavior.
Disengagement on the part of African American, Latino, and other racially and culturally marginalized students is a reasonable outcome of persistent messages that they are inadequate. “For too many students, school is simply the place where, more concertedly, persistently, and authoritatively than anywhere else in society, they learn how little valued they are”

Steele (1992)
Shifting the Culture Toward B-3 Inclusion

- It is more difficult to change culture than to implement and improve programs.

- Culture reflects behavior.
  - Think ➔ Feel ➔ Behave
Three Stages of Truth

All truth passes through three stages.

First, it is ridiculed.

Second, it is violently opposed.

Third, it is accepted as being self-evident.

Arthur Schopenhauer, German philosopher (1788 – 1860)
CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!