Inclusionary Practices: Intentional, Collaborative Approaches May 9, 2019

Opportunities for Learning for all Children

CATHOLIC CHARITIES
Westside Head Start

Outcomes for the Day:

Share strategies for:

- Intentional placement of children
- Using a tool to determine the professional development needs of staff
- Using data to drive all program policy and procedure
- Empowering families to be their child's primary educator and advocate
- Processes for guiding quality individualized instruction

Purpose of Today’s Presentation:

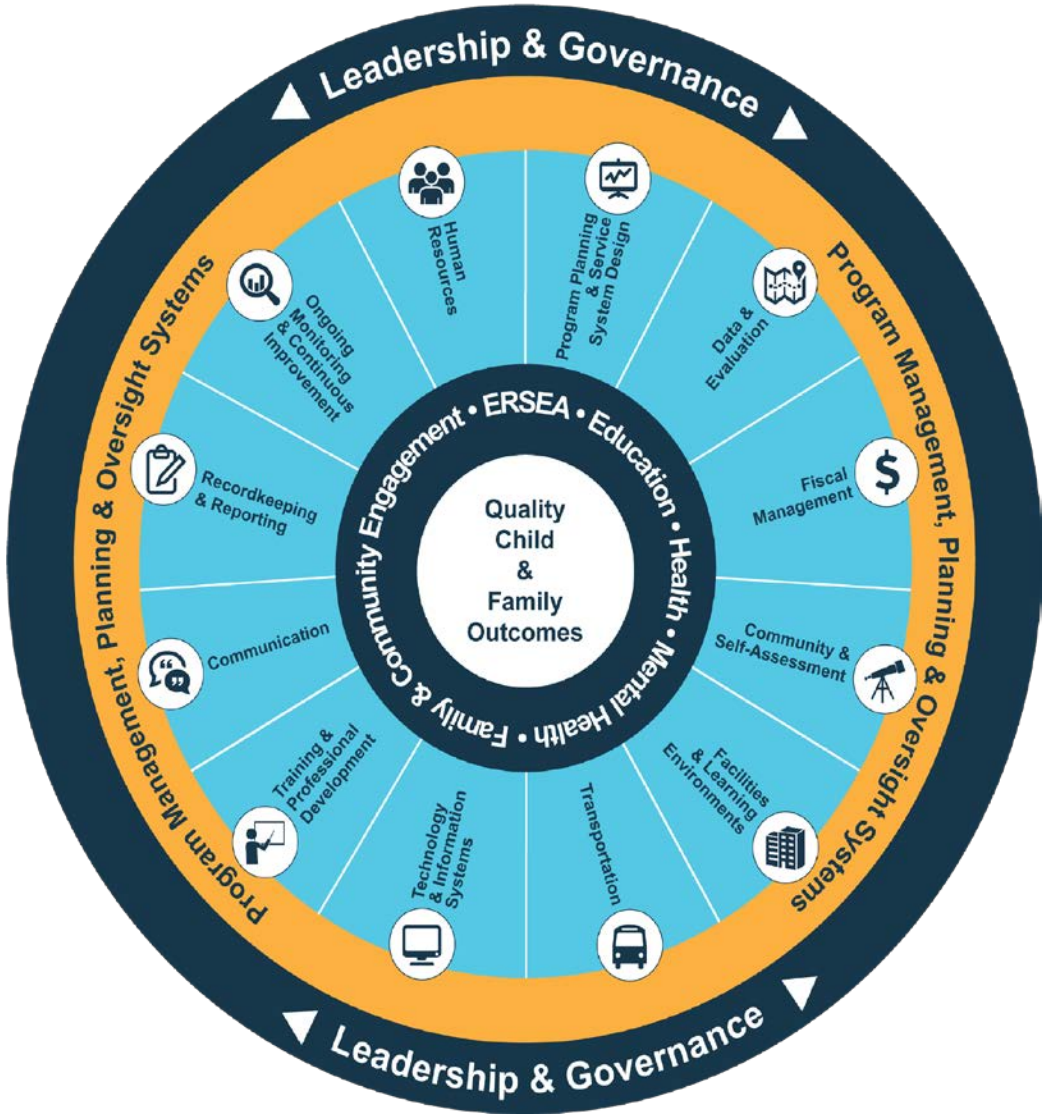
Participants will leave with:

- An awareness of their own perception towards inclusion
- Intentional, Multi-level strategies and collaboration
- A plan to collect meaningful data that will drive the professional development for teachers

Placement of Children; Why is it important?

Service Delivery Team (SDT): Intentional Child Placement

Head Start Management Systems Wheel



1302 Subpart J—Program Management and Quality Improvement

- The management of program data to effectively support the availability, usability, integrity, and security of data. A program must establish procedures on data management, and have them approved by the governing body and policy council, in areas such as quality of data and effective use and sharing of data, while protecting the privacy of child records in accordance with subpart C of part 1303 of this chapter and applicable federal, state, local, and tribal laws.

Westside Head Start Data Dashboard

WESTSIDE HEAD START - DIRECTOR'S REPORT

Enrollment & Program Services Information

SCHOOL YEAR: 2018

PERIOD: All

CATHOLIC CHARITIES
Westside Head Start
Serving Children from Birth to Five.

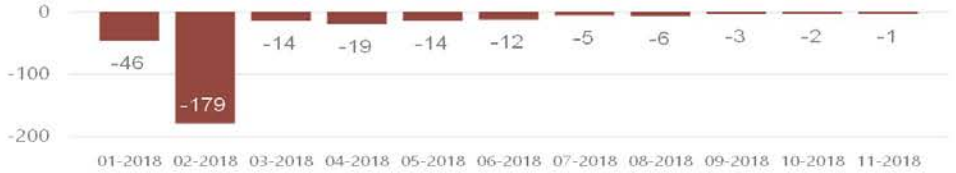
CHILD ROSTER TOTALS (Enrolled or Completed)

ENROLLMENT	Completed	Enrolled	Total
EHS	129	69	198
HS	715		715
Total	**844**	**69**	**913**

FUNDED ENROLLMENT
158
723
881

NET ENROLLMENT by Period

TOTAL DROPPED KIDDOS by Period



TOTAL ENROLLMENT ACTIVITY (KIDDOS PROCESSED) by Period

TOTAL ACTIVITY

Status	Num
Completed	844
Waitlisted	448
Dropped	296
Abandoned	200
New	174
Enrolled	69
Drop/Wait	4
Accepted	1
Drop/Accept	1
Total	**2037**

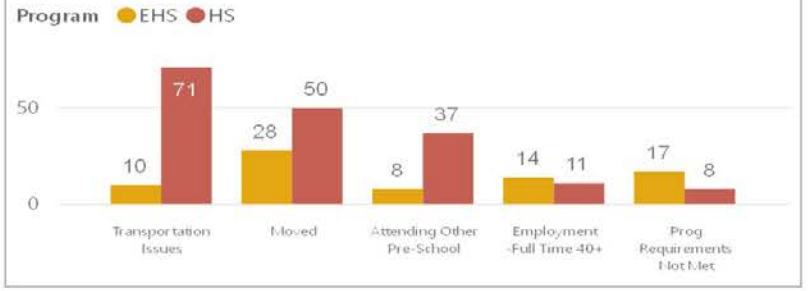
ENROLLMENT DEMOGRAPHICS

CLASSROOM	Terms	Cap	IEP	Need MH	Behav Conc	Foster Care	SSI	TANF	No Job	Refug
Buckeye	25	20	1	0	3	0	0	1	0	0
Buckeye Elementary I	15	20	0	0	1	0	1	0	0	0
Sine II	14	17	0	0	1	0	1	0	0	0
Avondale HB	13	10	0	0	1	0	0	0	0	0
Buckeye II HB	13	10	0	0	0	0	0	0	0	0
Glendale Community College	13	20	0	0	2	0	0	0	0	0
Lattie Coor I	13	15	0	0	2	0	1	0	0	0
El Mirage II	12	17	1	0	1	0	0	2	0	0
Michael Anderson I	12	17	0	0	2	0	1	0	0	0
Imes	11	18	1	2	1	0	1	0	0	0
Jack Elem School	10	20	0	0	4	0	3	0	0	
Peoria CDC I	10	17	0	0	0	0	0	1	0	0
Glendale I HB	9	10	0	0	2	0	1	0	0	0
Lattie Coor V	9	17	0	0	0	0	0	0	0	0
Avondale South	8	20	0	1	2	0	0	0	0	0
Buckeye I HB	6	10	0	0	0	0	1	0	0	
Total	**288**	**10**	**9**	**5**	**27**	**1**	**12**	**5**	**3**	**3**

PROGRAM TERMINATIONS

HEAD START	EARLY HS
199	89
TERMINATIONS	TERMINATIONS

TOP FIVE (5) REASONS FOR TERMINATION



Westside Head Start Data Dashboard

WESTSIDE HEAD START - DIRECTOR'S REPORT

Program & Classroom Attendance

SCHOOL YEAR

2018

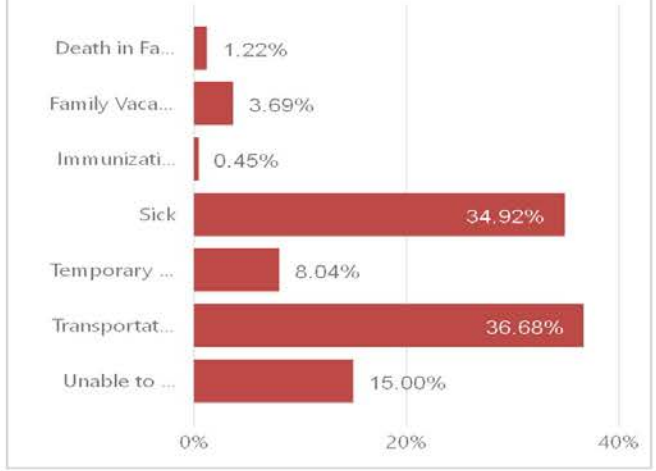
CATHOLIC CHARITIES
Westside Head Start
Serving Children from Birth to Five.

AVERAGE DAILY ATTENDANCE (Percentage %)

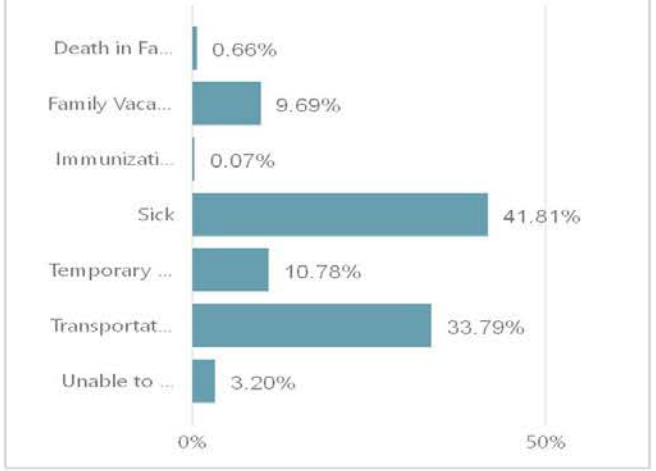
AVERAGE DAILY ATTENDANCE (by Classroom)

Classroom	ADA%	UTC	HS/EHS
El Mirage HB I	100.00	0	EHS
Palo Verde	93.00	10	HS
Burton	91.50	0	HS
Lamar II	91.20	23	HS
Lamar I	91.10	67	HS
Sine I	91.10	20	HS
El Mirage I	90.30	14	HS
Peoria CDC II	90.00	14	HS
Ocotillo II	89.90	0	HS
El Mirage II	89.50	66	HS
Michael Anderson I	89.50	22	HS

REASONS FOR ABSENCE - HEAD START



REASONS FOR ABSENCE - EARLY HEAD START



TREE MAP: ABSENCE CODE by CLASSROOM by ChildPlusID

Westside Head Start Data Dashboard

WESTSIDE HEAD START - CLASS REPORT

OBSERVATION PERIOD(S)

CLASS SCORES by TEACHER

(Multiple Selections)

CATHOLIC CHARITIES
Westside Head Start
Serving Children from Birth to Five.

FILTER BY OBSERVER

- Select All
- <No Observer>
- ACUNA, L.
- ASCC
- BROWN, A.
- CLAMOR, G.
- FERGUSON, V.
- GOMEZ, S.
- MARTINEZ, S.
- PARKER, L.
- SANCHEZ, L.

DOMAIN SCORES by TEACHER (Cross-Comparison)

TEACHER	TTL Score	PC (Avg)	NC (Avg)	TS (Avg)	RSP (Avg)	ES (Avg)	BM (Avg)	PD (Avg)	ILF (Avg)	CO (Avg)	CD (Avg)	QF (Avg)	LM (Avg)	IS (Avg)
BURKE, E.	9.75	5.50	1.50	5.50	3.50	5.25	2.25	3.25	2.00	2.50	2.00	2.00	2.00	2.00
WHITE, A.	10.81	5.00	1.00	3.75	4.50	5.06	4.25	4.50	3.00	3.92	1.75	1.75	2.00	1.83
GUTIERREZ, E.	11.21	4.75	1.75	5.75	3.75	5.13	4.25	4.25	3.50	4.00	2.00	1.75	2.50	2.08
FOSTER, C.	11.58	5.50	1.00	5.25	4.25	5.50	5.00	5.25	2.50	4.25	1.50	1.50	2.50	1.83
GARCIA, D.	11.80	5.33	1.00	5.00	5.08	5.61	4.25	4.67	3.75	4.22	1.92	2.08	1.92	1.97
MARTINEZ DE M...	11.94	5.75	1.00	4.92	5.08	5.69	4.67	4.75	3.67	4.36	1.58	1.75	2.33	1.89
PUENTE, F.	12.00	6.00	1.00	7.00	3.00	5.75	6.50	5.25	3.50	5.08	1.00	1.00	1.50	1.17
VILLA, L.	12.28	5.50	1.00	5.50	5.75	5.94	5.00	5.25	3.75	4.67	1.25	1.00	2.75	1.67
CRENSHAW, J.	12.29	5.25	1.00	5.25	6.00	5.88	4.75	5.25	3.75	4.58	1.25	1.75	2.50	1.83
FREIBERG, H.	13.13	6.33	1.00	6.00	5.08	6.10	5.17	4.67	3.92	4.58	2.33	2.25	2.75	2.44
MARSHALL, V.	13.16	7.00	1.00	5.50	5.50	6.25	5.75	5.50	4.75	5.33	1.50	1.50	1.75	1.58
MONTOYA, J.	13.17	5.75	1.00	5.00	4.25	5.50	5.25	5.50	4.00	4.92	2.00	2.75	3.50	2.75
NILO-THOMAS, A.	13.17	5.38	1.13	5.88	4.88	5.75	5.50	5.00	4.50	5.00	2.13	2.13	3.00	2.42
GENTRY, D.	13.41	6.00	1.17	5.83	5.83	6.13	5.25	5.42	5.25	5.31	1.83	1.75	2.33	1.97
GUTIERREZ, F.	13.64	6.38	1.00	5.63	4.88	5.97	5.88	6.00	5.00	5.63	2.00	1.88	2.25	2.04
LEHMKUHL, D.	14.29	6.25	1.00	6.08	6.17	6.38	5.50	5.25	4.67	5.14	2.58	2.67	3.08	2.78
CORONADO, I.	14.36	7.00	1.00	7.00	6.75	6.94	6.75	6.25	3.25	5.42	2.00	2.00	2.00	2.00
HURTADO, S.	14.36	7.00	1.00	7.00	4.75	6.44	6.75	6.25	5.00	6.00	1.25	1.75	2.75	1.92
FLORES, V.	14.37	6.67	1.00	6.50	5.75	6.48	6.33	6.08	4.75	5.72	2.33	2.17	2.00	2.17
RUBIO, E.	14.42	6.67	1.00	6.33	6.33	6.58	6.42	5.75	4.58	5.58	2.25	1.92	2.58	2.25
LAGESON, K.	14.75	5.83	1.25	6.08	5.67	6.08	5.50	5.83	5.08	5.47	2.58	3.08	3.92	3.19
GOODSPEED, S.	14.75	6.67	1.00	5.83	5.50	6.25	5.25	6.33	5.17	5.58	2.75	3.08	2.92	2.92
RAPALO, A.	14.84	6.33	1.00	6.25	6.08	6.42	6.25	6.00	5.17	5.81	2.50	2.58	2.75	2.61
BROWN, A.	14.84	7.00	1.00	6.63	6.50	6.78	5.88	6.38	4.94	5.73	2.13	2.50	2.38	2.33
MENA, N.	15.25	6.92	1.00	6.75	6.00	6.67	6.33	6.00	5.50	5.94	2.42	2.58	2.92	2.64
GUINTO, N.	15.28	6.50	1.00	6.50	6.25	6.56	6.42	6.08	5.58	6.03	2.17	2.92	3.00	2.69
LIDDELL, S.	15.28	6.08	1.08	6.25	6.00	6.31	6.08	5.75	4.75	5.53	3.25	3.58	3.50	3.44

What are YOUR thoughts and perceptions on Inclusion ?

Definition of Early Childhood Inclusion as defined by Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) is:

Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.

What is meant by Access, Participation, and Supports?

- Access – means providing a wide range of activities and environments for every child by removing physical barriers and offering multiple ways to promote learning and development.
- Participation – means using a range of instructional approaches to promote engagement in play and learning activities, and a sense of belonging for every child.
- Supports – refer to broader aspects of the system such as professional development, incentives for inclusion, and opportunities for communication and collaboration among families and professionals to assure high quality inclusion.

WSHS Survey on Inclusion:

Inclusion in Early Care and Education

ARIZONA DEPARTMENT
OF HEALTH SERVICES

Journal of Early Intervention

Volume 41 Number 1 March 2019
by Seon Yeong Yu

Head Start Teachers' Attitudes and Perceived Competence Towards Inclusion

"…the majority of the participating teachers in Head Start had positive attitudes toward inclusion and those teachers identified social, emotional, and academic development as benefits for all children in inclusive settings."

"…participating teachers identified a lack of professional development as the greatest barrier to successful inclusion"

"…less certain of specialized strategies, including implementing IEP strategies."

Numerous studies have suggested that teachers’ positive attitudes toward inclusion are an important facilitator for early childhood inclusion success

Individualization: drawing upon the data

- Review the IEP/IFSP/ or the child's needs
- What are the goals? What areas does the child need additional support?
- Where is the child performing developmentally? Use your DATA!
- Create your lesson. What do you want to achieve? What is the outcome for this lesson ?
- Tailor your lesson for the individual based on the progression of skills and different children's needs

Teaching Strategies Gold (TSG)

Objective 1 Regulates own emotions and behaviors

a. Manages feelings

Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
		Uses adult support to calm self • Calms self when touched gently, patted, massaged, rocked, or hears a soothing voice • Turns away from source of overstimulation and cries but is soothed by being picked up		**Comforts self by seeking out special object or person** • Gets teddy bear from cubby when upset • Sits next to favorite adult when sad		**Is able to look at a situation differently or delay gratification** • When the Block area is full, looks to see what other areas are available • Scowls and says, "I didn't get to paint this morning." Pauses and adds, "I have an idea. I can paint after snack."		**Controls strong emotions in an appropriate manner most of the time** • Asserts, "I'm mad. You're not sharing the blocks!" • Says, "I'm so excited! We're going to the zoo today!" while jumping up and down		**Manages strong emotions using known strategies** • When feeling overwhelmed, talks with teacher about a plan for completing an assignment • Finds a quiet place in the classroom to read after a disagreement with a friend • Talks to a friend about being reprimanded by the teacher		**Demonstrates patience with personal limitations; controls feelings based on how they will affect others** • When practicing cursive writing, says, "I need to go slowly when I write the letter *Q* so I won't get frustrated." • Smiles and says, "thank you" for a gift, and then later tells an adult, "I already read that book, and I didn't like it."	

Write specific things for specific students

Small Group
Students will take turns holding the class pet rock. Each student will get to hold the rock for a count of 20 and say two things they like about the pet rock. The students will speak in sentences, “I like the rock because” _____ and fill in two details. S/E Goals: With support from the TA, RC give the rock to the person next to him when staff say “all done” . If he becomes angry or upset, he will use words to express himself instead of screaming. He will be able to sit for at least 10 minutes and participate. Sensory Goals: TS will participate by sitting in the circle and watching the other children. When it is his turn, he will say “No thank you”. Communication Goals: JP is nonverbal and will point to two things on the rock that he likes. WH will use 1 to 2 words to say what he likes, such as “color” and “big”.

How does individualizing set me up for daily observations?

- Your lesson plan reflects the levels your students are, and where you want them to go next
- The whole previous activity can be documented as an observation
- The activity included: counting, communication, following directions, behavior and attending to task
- How can you track all those things while sitting in the circle with your students?

Document each child's level for the objectives you chose to track: Clipboard

Student Name	Communication	Behavior	Counting	Attending to task	Following directions
RC	Said "no rock"	Did not scream and gave rock to neighbor	Counted to 20	Sat quietly for at least 7 minutes.	X
TS	Did not say no thank you when asked to hold the rock	Cried and quit participating. Left the circle	Not yet	Not Yet	Not Yet
JP	Pointed to rock and tried to say "big"	X	Attempted to count	X	X
WH	Said rock. Pointed to the hair on the rock	X	Not Yet	X	X
Typical Student A	X	Was able to sit for most of the activity but had to be redirected	X	X	Followed perfectly and also helped friend next to him
Typical Student B	X	X	Skipped 5 and 9	X	X

Purpose of Today's Presentation:

Participants will leave with:

- An awareness of their own perception towards inclusion
- Intentional, Multi-level strategies and collaboration
- A plan to collect meaningful data that will drive the professional development for teachers
- NEXT STEPS:

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