

Early Childhood Workforce Development

*A Webinar from the Departments of Health and Human Services and Education
and AUCD's Early Intervention and Early Childhood Special Interest Group*

September 7, 2016

Webinar Overview

- Introductions
- Presentation
- Q & A after presentation
 - You can also submit any questions throughout the webinar via the ‘Chat’ box below the slides.
 - The moderator will read the questions after the presentations.
- Survey
 - Please complete our short survey to give us feedback for the next webinar!

Mary Beth Bruder, Ph.D.

For the past 40 years Mary Beth Bruder has been involved in the design, provision and evaluation of inclusive early childhood intervention services for infants and young children and their parents across local, state, national and international venues. She has directed over 75 demonstration, outreach, research and personnel programs. Currently she is Director of the University of Connecticut A.J. Pappanikou Center for Excellence in Developmental Disabilities Education, Research, and Service, and the Early Childhood Personnel Technical Assistance Center.

Jennifer Johnson, Ed.D.

Jennifer Johnson, Ed.D, is the Deputy Director of the Administration on Intellectual and Developmental Disabilities (AIDD), Administration for Community Living, U.S. Department of Health and Human Services. Dr. Johnson holds a doctorate in special education from the George Washington University (GW). She has worked at the Department of Health and Human Services for over a decade. She began her career with the federal government in AIDD when it was a part of the Administration for Children and Families. In her most recent position, she led the Office of Program Support for AIDD. Previously, Dr. Johnson worked in the private sector holding positions in organizations such as the Council for Exceptional Children, the National Clearinghouse for Professions in Special Education, the National Information Center for Children and Youth with Disabilities, the Institute for Women's Policy Research, and GW. Her work focused on a broad variety of disability issues, including early care and education, implementation of disability policy, the intersection of disability and diversity, and professional development for educators. As deputy director of AIDD, Dr. Johnson assists in providing overall leadership for the agency, including policy direction and management of staff and daily operations.

Linda Labas

Linda Labas, M.Ed. is the Early Childhood Coordinator at the Center for Community Inclusion and Disability Studies (CCIDS) at the University of Maine. She has been at the CCIDS since 1995. Ms. Labas has 40 years of experience in the field of early childhood education / early intervention. In her current capacity, Ms. Labas coordinates activities across projects related to early care and education. She is responsible for project development, start-up, and day-to-day management of early childhood outreach activities and was the lead for a state department initiative involving the development of an inclusive education and early childhood mental health training and consultation system for early care and education professionals for 13 years.

In 2013, CCIDS became a collaborative partner with University of Southern Maine Cutler Institute of Muskie School of Public Service, Maine Roads to Quality (MRTQ) for the newly awarded state Early Care and Education Professional Development Network (PDN). In this partnership, she oversees the training and consultation activities related to increasing access and participation of children with disabilities, and other diverse learning needs in quality inclusive early learning settings. Her work in this project also includes providing consultation to the PDN staff and consultants to support their ongoing professional development through a combination of on-site and distance technology.

Sandra Morris

Supported by federal and state funding, Sandra Morris has worked in the field of early childhood inclusion for almost 30 years providing resources, technical assistance, and professional development for teachers and caregivers as well as for early childhood trainers and instructors.

Sandra is one of the authors of the Child Care plus+ Curriculum on Inclusion: Practical Strategies for Early Childhood Programs as well as other inclusion resources for practitioners. She currently teaches an online course, Practicing Inclusion in Preschool Programs, for Montana Western. She also provides support and training for individuals who wish to qualify for Montana's Professional Development Specialist Approval System.



Workforce Development to Support Inclusion

Linda Labas, M. Ed.

Early Childhood Coordinator

September 7, 2016



States should ensure that existing early childhood professional development and TA efforts always consider and are inclusive of all children with disabilities.

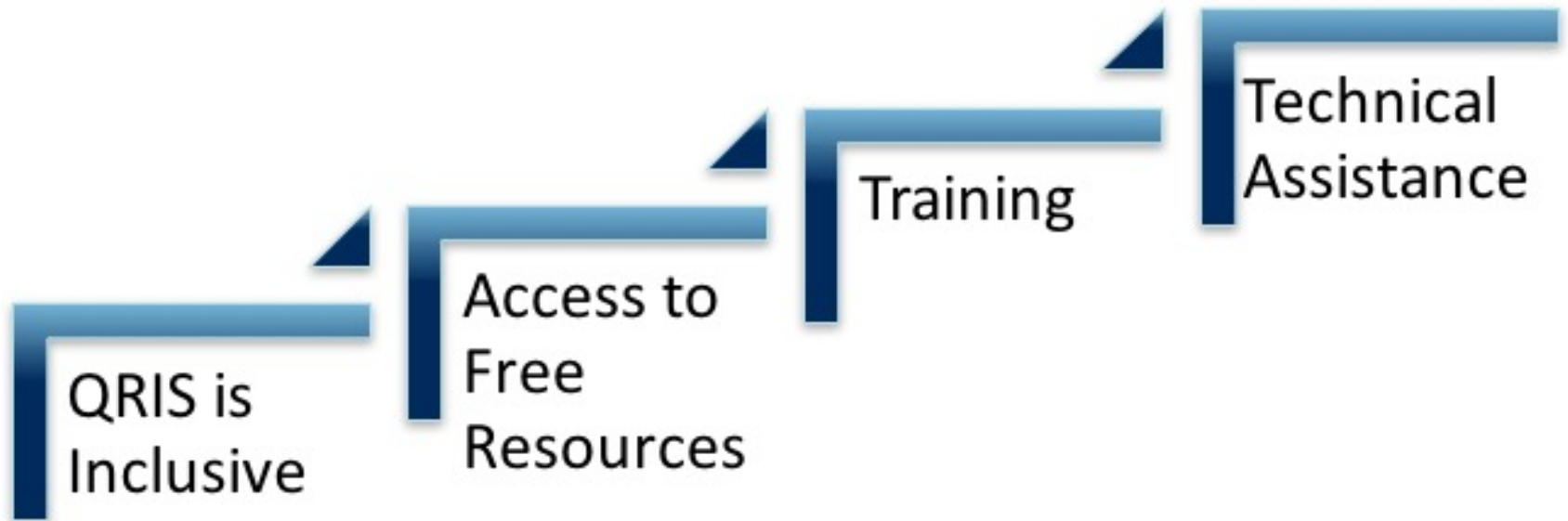
U.S. Department of Health and Human Services, & U.S. Department of Education. (2015). Policy statement on inclusion of children with disabilities in early childhood programs. Washington, DC: U.S. Department of Health and Human Services.



According to the National Association for the Education of Young Children & National Association of Child Care Resource & Referral Agencies, Early Childhood Education Professional Development: Training and Technical Assistance Glossary.

Early Childhood Education Professional Development is a continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as ongoing experiences to enhance this work.

Some recommendations from the HHS/DOE Joint Policy Statement



Our Continuum of Learning and Support Activities





Maine's QRIS

- Currently, recommendations for revising the QRIS standards and implementation process have been provided to the Maine Department of Health and Human Service.
- One recommendation was to make the current QRIS framework more inclusive.



Maine QRIS

To improve practitioner support for inclusion we recommended:

- Weaving inclusion and diversity standards throughout QRIS standards.
- Embedding the use of the **Maine QRIS Inclusive Practices Checklist** into the Evaluation Category of the QRIS Standards.
- Ensuring that additional coaching support is available to facilitate the application of inclusive practices.



Identifying free resources for States, programs, early childhood personnel, and families to support high-quality individualized programming and inclusion of children with disabilities in early childhood programs.

HHS/DOE 2014

CCIDS develops and disseminates materials to early childhood professionals and families. These resources can be found at

<https://ccids.umaine.edu/resources/>



Offering Cross-Sector Professional Development. HHS/DOE 2014

- Maine's Professional Development Partnership for Inclusion.
- CCIDS and Maine Roads to Quality Professional Development Network (MRTQ PDN)

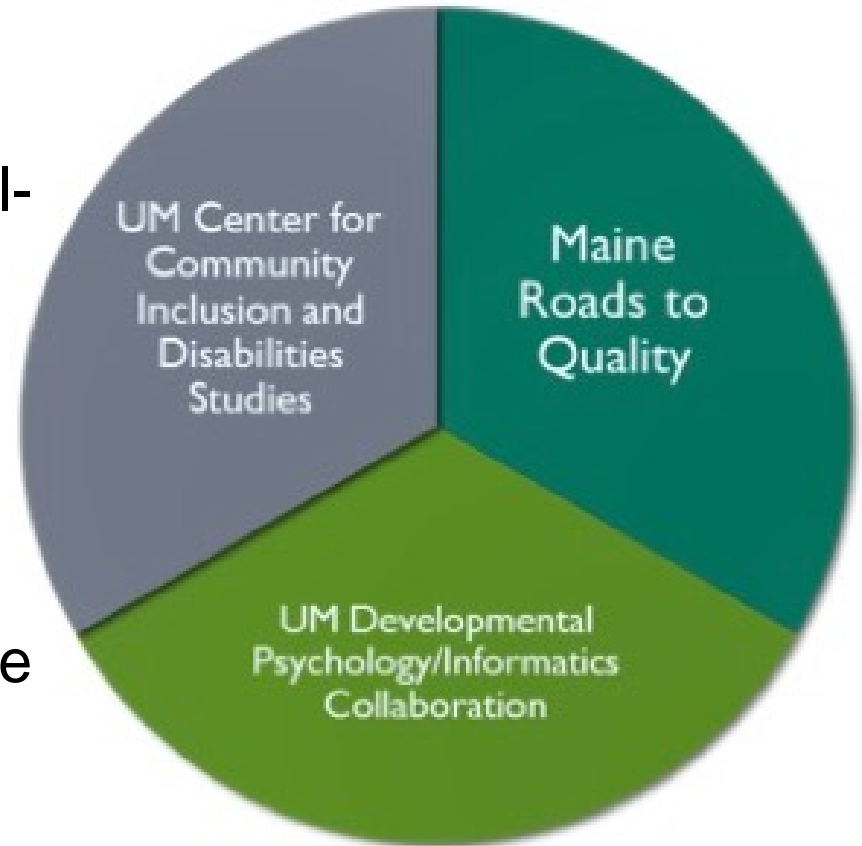
<https://ccids.umaine.edu/research-projects/mrtq-pdn/>

MAINE ROADS TO QUALITY

Early Care and Education Professional Development Network

What Is the PDN?

- A system for education, training, and technical assistance for Maine's early care and education and school-age child care workforce.
- A collaboration with University of Southern Maine, Maine Roads to Quality as the lead partner.
- Other PDN partners include the University of Maine's Child Care Choices Referral Database and the Center for Community Inclusion and Disability Studies (CCIDS).





MRTQ PDN Goal

All families and children will have access to a choice of high-quality child care options across diverse settings that meet their unique developmental, cultural, and linguistic needs.

<https://mrtq.org>

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Early Care and Education Professional Development Network



CCIDS Sub-contract Activities (a)

- Ensuring that the current trainings include specific pedagogy for children with disabilities woven throughout the entire curricula.
- Developing and teaching supplemental courses that support early childhood practitioner's confidence and competence to care for and teach children with diverse learning styles and needs.



CCIDS Sub-contract Activities (b)

- Creating and field-testing the [Maine Inclusion Credential](#), a specialty credential tied to specific competencies designed to help practitioner's build skills, knowledge, resources, and attitudes to promote quality, inclusive practices in their programs.

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Early Care and Education Professional Development Network



CCIDS Sub-contract Activities (c)

- Providing access to specialists, including inclusion facilitators and early childhood mental health consultants (distance and onsite consultation).
- Establishing an [Inclusion Warm Line](#) service; telephonic and email access to professionals for advice, problem solving and help locating resources.



Future Directions

- Increase practitioner access to inclusion and early childhood mental health consultation.
 - Goal of providing universal access to all early childhood programs in Maine.
- Explore the possibility of adding a Level II Inclusion Credential and a Maine Technical Assistance Credential.
- Expand access to the Inclusion Warm Line to parent/families.

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Early Care and Education Professional Development Network



Questions?





Thank You!

Contact information:

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Embedding Inclusion in Professional Development



Responsibilities and Strategies



DEC/NAEYC Position Statement

- Shared assumptions about the meaning of inclusion are critical for determining
 - Who would benefit from professional development,
 - What practitioners need to know and be able to do, and
 - How learning opportunities are organized and facilitated as part of an integrated professional development system



Objective

To provide a pathway for instructors to respond to the growing need of early childhood practitioners to be prepared to provide care and education for each child



Basic Responsibilities

- Conduct PD sessions and classes in accessible locations and formats.
- Ask about participant accommodations on registration materials.
- Include instruction on how to access current information, support, and community resources.
- Invite guest speakers and develop panel presentations.



Embed Inclusion Practices and Principles

- Weave inclusion throughout instruction.
- Embrace diversity in teaching and learning activities and display appropriate learning tools.
- Include examples, stories, and pictures of children with and without disabilities or delays.
- Promote family-centered practices.
- Emphasize the importance of individualizing for each child.
- Engage participants in collaborative group activities.



Build Connections

- Help participants understand and value the synergistic relationship between DAP and inclusion practices.
- Use person-first language.
- Address the history of inclusion practices and legislation.
- Teach the process for making referrals.
- Introduce the roles of early intervention and special education professionals.



Showcase Inclusion Practices

- Display samples of materials that are already inclusive.
- Expand content and context to include a wide range of children's abilities.
- Create activities that help participants respond to a broad range of developmental diversity.



Conclusion

Educate teachers in professional development experiences that are themselves inclusive of inclusion practices.



Resources

- Inclusion Tip Sheets (34 topics)
 - www.ccplus.org
- “Embedding Inclusion in Existing Professional Development” (PD Solutions e-newsletter #29)
 - www.mtecp.org
- Syllabus – EDEC 340 Practicing Inclusion in Preschool Programs (UM Western)
 - sandra.morris@mso.umt.edu



Student Quote

I have learned a number of useful practices, developed numerous useful skills, and obtained various and useful resources. I now understand the background of inclusion. I have also learned to observe and appreciate young children's individual abilities and interests and know how to use the information to encourage play, interaction, learning, and openness.

Visit the Websites

- AUCD Website: <http://www.aucd.org>
- EIEC SIG Website: <http://www.aucd.org/eiec>

Questions about the SIG?

- SIG Co-Chairs
 - Mary Beth Bruder: bruder@uchc.edu
 - Corry Robinson: Cordelia.Rosenberg@ucdenver.edu

Questions about the Webinar?

- Anna Costalas: acostalas@aucd.org

Please take a few minutes to complete our survey!