



Resource Article

*Inside this edition
"Partnering With Child Care
To Support Children & Families
In Early Intervention"*

This newsletter is the first in the new series on partnering with child care to support children and families in early intervention. We start this series with a review of a timely article by Rush and Shelden (2012) titled Checklists for Providing/Receiving Early Intervention Supports in Child Care Settings. This article provides a set of checklists, one for early intervention providers partnering with child care providers and one for child care providers receiving early intervention support.

The checklists were developed based upon essential aspects of providing quality services in inclusive settings and working in partnership with child care providers to build their competence and confidence to meet the special needs of children in their programs. Each checklist is based upon evidence-based practices and included review by practicing early intervention and child care providers. The checklists are designed for use in inclusive child care settings. Each of the two checklists is divided into three sections. One is preparing supports, which includes essential considerations for understanding the child care environment and the

demands of the child care program. For example, do early intervention providers know the philosophy of the child care program and do the child care providers share their expectations for early intervention services? The second is providing supports, which highlights essential adult learning coaching practices and use of evidence-based methods for identifying and enhancing children's natural learning opportunities. For example, does the early intervention provider focus more on supporting the child care provider than working directly with the child and does the child care provider work with the early intervention provider to figure out ways to promote the child's participation in classroom activities. The third component is planning for follow up support. For example, does the early intervention provider develop a joint plan with the child care provider for what he or she is going to do between visits and does the child care provider ensure the plan is doable in the context of the child care program routines and activities? It is well known that providing one time support often works only one time. Therefore, planning is an essential part of

Resource Article	1
What do the data say?	3
Consultation Corner	4
On the WWW	5
Continuing Education	5

Resource Article (continued)

providing and receiving early intervention to build child care provider capacity to effectively and confidently support the children with special needs in their care.

The checklists can be used in a variety of ways. For example, using the checklists in a self-reflection fashion by either early intervention and/or child care providers to assess the implementation of stated indicators. The checklists could be used in a collaborative manner to determine how or if the indicators are being implemented and what actions are needed to improve or enhance the current practices. The checklists can also serve as benchmarks to identify practices and growth or practice improvement over time. The checklists are useful for reviewing and identifying agreed upon practices as early intervention providers build relationships and work in partnership with child care providers. After all, when there is shared understanding and expectations it is easier to collaborate toward common goals and agreed upon best practices.

From an early intervention perspective, a provider who masters the different checklist items is implementing evidence-based practices for supporting infants and toddlers with special needs in child care (Rush & Shelden, 2012). For example, pull out services in child care goes against service provision in natural environments and the check list specifically addresses how services are provided within the context of the child care routines and activities using coaching characteristics.

As early intervention providers work in child care it is essential that they take the time to understand the philosophy and demands of the child care program. Just as providers have to meet parents where they are, respecting their expertise and desires for their child family, the same is true for supporting child care providers. Early intervention

providers must take time to understand the program curriculum, the individual goals they have for each child, as well as the unique circumstances and demands of the child care program, child care provider, and the setting in which the child participates.

Developing a shared understanding is essential for early intervention and child care providers to effectively support young children with delays or disabilities and their families participating in both early intervention and a child care program. Without a shared understanding the early intervention and child care providers run the risk of sharing incongruent information with the family. And the providers compromise their ability to partner for the benefit of the child and family. For example, an early intervention provider unaware of the child care program philosophy or standards could unintentionally suggest or expect intervention strategies that are not in agreement with program policies. On the flip side, a child care provider might expect something from the early intervention provider that goes against the early intervention program mandates or practices, such as pulling children out of the inclusive child care environment for services.

These two checklists are helpful for identifying, framing, and reflecting on quality early intervention support in child care settings. At the core of these checklist items are family-centered practices, recognition of children's natural learning, natural environments, adult learning, and quality teaming—essentially the pillars of early intervention.

Rush D. D. & Shelden, M. L. (2012). Checklists for providing/receiving early intervention supports in child care settings. Center for the Advanced Study of Excellence in Early Childhood and Family Support Practices. Family Infant and Preschool Program: Morgantown, NC

What do the data say?



Are young children being expelled from early childhood programs?

The benefits of high quality early childhood programming is well known. The powerful publication *Neurons to Neighborhoods* (2000) edited by Jack Shonkoff and Deborah Phillips provides critical information about the significant influence of early childhood experiences and the interconnected influence of genetics and environment as well as the critical role of relationships. The convergence of these factors has long lasting influences on children's development. Yet, the optimal benefits of participation in high quality early childhood settings are not fully realized when a child is expelled or suspended. Yes, it is true young children, even toddlers, are being expelled and suspended. While this is hard to imagine, it is so. In fact, the issue is so profound that the U.S. Department of Health and Human Services and the U.S. Department of Education published a joint policy statement on expulsion and suspension in early childhood settings. Included in the policy statement is the following statement "expulsion and suspension practices in early childhood settings, two stressful and negative experiences young children and their families may encounter in early childhood programs, should be prevented, severely limited, and eventually eliminated" (p. 2). As highlighted in the policy statement, early childhood expulsion has been associated with expulsion in later grades and even high school dropout. Removing children also makes it challenging to identify any underlying challenges the child is experiencing, such as developmental delays or disabilities, and to support families. Rather it creates more stress for the child and family and compromises quality learning opportunities.

Following are some staggering data, included in the policy statement, regarding the frequency of early childhood expulsion and suspension.

- 10% of preschool teachers in state-funded prekindergarten programs reported expelling at least one preschooler during a 12 month period. Even more alarming is the finding that this rate was more than three times higher than estimates for teachers of K-12 public school students (Gilliam, 2006).
- Also reported in the policy statement is significant disproportionality. Specifically, African-American boys represent 18% of the preschool enrollment, but make up 48% of the children receiving more than one out of school suspension (p. 4). Hispanic and African American boys combined represent 46% of boys in preschool, but are 66% of those suspended. And boys represent 54% of the preschool enrollment, but make up 79% of the children suspended once, and 82% of children suspended multiple times (p. 4).
- These gender and racial disparities are quite concerning. Are African-American boys more vulnerable?

As Gilliam remarked "expulsion is not a child behavior. It's an adult decision" (cited in Newfeld, 2015). This is a very important and pivotal point. Teachers need help supporting children with challenging behaviors, those behaviors that result in expulsion and suspensions. By supporting child care providers and teachers and building their confidence and competence to support ALL children's learning perhaps expulsion and suspension in early childhood settings could be rightfully eliminated.

U.S. Department of Health and Human Services and Education Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings (2014). ODAS, ECD-ACF-PS-2016-01. https://www.acf.hhs.gov/sites/default/files/eecd/expulsion_ps_numbered.pdf



Consultation Corner

From August 2017 through January 2018 we are excited to have

Dr. Weglarz-Ward as our Consultation Corner expert.

During this series Jenna will address a variety of questions that will help us understand more about

partnering with child care to support children and families in early intervention.

Twenty years ago in college, my friend asked me to work with her for the summer at an inclusive child care. During this summer, I worked with children with significant disabilities alongside their peers without disabilities, their families, and a variety of professionals from child care, special education, and allied health. In particular, I vividly remember working with a 4-year-old girl with autism who would attend child care in the early morning, take the bus to and from preschool for a few hours, then spend the rest of her day with us at child care. Collaboration and coordination of her services, intervention strategies, and communication were challenging but necessary to support her development, relationships with peers, and family system.

After many more years in early intervention, child care, therapeutic recreation, and professional training, including as a parent with children in child care, early intervention, occupational therapy, and mental health services, I found that many professionals and families struggle to find functional strategies to implement inclusion. This is particularly so for the many, many children who are enrolled into child care programs who have disabilities.

I am currently an assistant professor in the Department of Educational and Clinical Studies at the University of Nevada Las Vegas. In addition to teaching and mentoring new

professionals in diverse early childhood settings, my research and service focus on personnel preparation and professional development, cross-system collaboration, and family practices. I am currently working on projects that examine the inclusion of very young children with disabilities in child care settings and supporting families in using play to support family and child wellness. In particular, I am identifying the factors that support and hinder the inclusion of children with disabilities in child care and how we can best support all professionals in meaningfully including children and supporting their development and families.

I strongly believe that we can best support children with disabilities by strengthening their families through transdisciplinary collaboration. Furthermore, I am active in the greater early childhood community including participating in state and national divisions of the National Association for the Education of Young Children (NAEYC), Council for Exceptional Children's Division for Early Childhood (DEC) and Teacher Education Division (TED), Nevada's Interagency Coordinating Counsel, DEC's Family Advocacy Council, and part of the Family Development Team for the Military Families Learning Network. I also spend a lot of time with my husband and four children (ages 6-21 years) cooking, dancing, and hiking together.



On the WWW

Listen to an excerpt from Walter Gilliam's 2017 talk, Who is Being Expelled From Preschool, and Why? In this talk Dr. Gilliam presents information from teachers as well as other profound findings from data collected on preschool expulsion and suspension. In his talk he presents findings about the three B factors that are associated with preschool expulsion.

These 'B' factors are being a boy, being black, and being big. Dr. Gilliam also talks about the influence of perception. Watch the clip online at:

<https://www.zerotothree.org/resources/1841-who-is-being-expelled-from-preschools-and-why>



Continuing Education for KIT Readers

The Comprehensive System of Personnel Development (CSPD) is offering a continuing education opportunity for KIT readers.

In line with the focus on Partnering With Child Care To Support Children and Families in Early Intervention readers are invited to receive continuing education contact hours for reading the monthly KIT publications (August–December 2017 and completing a multiple-choice exam about the content covered in these KITs.

KIT readers will receive the exam in January 2018. There is no need to register for the CEUs.

Rather, if you are interested complete the exam online at www.edis.army.mil

Upon successful completion of the exam, you will receive a certificate of non-discipline specific continuing education contact hours.

KIT Newsletters
are available
online at
www.edis.army.mil

Thank you for your continued interest in the KIT.

