

**Guidelines**  
**to Support Implementation of**  
**OCDEL Announcement on Inclusion**  
**A Resource for Administrators and Coaches**

**October 2017**

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All photographs used within this document are of actual Pennsylvania families.

## || ABOUT THE GUIDELINES

The purpose of these inclusion guidelines is to provide written guidance to assist Pennsylvania's early childhood programs as they continue to show progress and increase the number of children supported in inclusive settings.



This document is grounded in recommended practice, research, federal law, state law, and guidance from the Pennsylvania Departments of Education and Human Services, Office of Child Development and Early Learning (OCDEL). Links to additional resources are provided throughout the document. Readers are encouraged to use the links and explore the resources to gain information on implementing high quality inclusive practices.

## || INTRODUCTION

Belonging is a basic need of every person. For children to belong, they need to be able to fully participate in everyday activities with their peers. This requires that children with disabilities have access to and are actively included within the same social and learning opportunities that they would have if they did not have a disability. Successful implementation of inclusion practices requires appropriate supports and services to be available and used to facilitate children's full participation in activities. Partnerships between families, professionals, and communities are an essential foundation for high-quality inclusion. Many individuals and agencies must collaborate to ensure that successful inclusive opportunities are available.

Inclusion is not just a school issue. It's about preparing our children to become adults who are active participating members of their communities. It is about participation of individuals with disabilities as equal and accepted members of society. Research and anecdotal evidence show that when we embrace children at a young age, so that they experience acceptance early on, families experience affirming expectations.

When families have negative experiences early on they are likely to learn to expect failure for their child as they reach school age.

OCDEL supports the definition of inclusion provided in the [joint position statement on early childhood inclusion](#) from the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children's Division for Early Childhood (DEC) as follows:

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 (2009).

OCDEL recognizes that [inclusion benefits everyone](#) and has as its highest value early childhood practices that include ALL children. Pennsylvania has a long-standing philosophy supporting the inclusion of children with disabilities as active members in early childhood education and community settings. Serving young children with disabilities in their family's chosen early learning setting has been a fundamental priority of OCDEL. This philosophy is reflected in [Early Intervention Supports and Services](#), a document that outlines the core principles of Early Intervention in Pennsylvania, and is reflected in the core principle of "inclusion, equity and respect for all children" core principle of the Keystone STARS system and OCDEL programs in general.



## || LEGAL FOUNDATIONS OF INCLUSION

There are many legal foundations, policy statements, national association position papers, and statewide initiatives supporting the inclusion of children in typical early childhood settings.

### Federal Laws and Regulations

#### INDIVIDUALS WITH DISABILITIES EDUCATION ACT OF 2004 (IDEA)

IDEA requires states to provide services for preschool age children with disabilities in the least restrictive environment (LRE) and to ensure that services for infants and toddlers with disabilities occur in natural environments (NE). Language in IDEA Part B requires that “to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children that are nondisabled; and that special classes, separate schooling or other removal of children

with disabilities from the regular educational environment occurs only if the nature or severity is such that education in regular classes with the use of supplementary aids and services, cannot be achieved satisfactorily.” (§ 300.114).

Additionally, the language in IDEA Part C requires that “(a) to the maximum extent appropriate, early intervention services are provided in natural environments; and (b) the provision of early intervention services for any infant or toddler with a disability occurs in settings other than a natural environment that is most appropriate, as determined by the parent and the individualized family service plan team, only when early intervention cannot be achieved satisfactorily for the infant or toddler in a natural environment.” [§ 303.13(a)(8)].



## **AMERICANS WITH DISABILITIES ACT OF 1990 (ADA)**

ADA provides equal access to public accommodations for children with disabilities. This law requires that public early learning programs develop admission policies that do not discriminate against children with disabilities; make reasonable modifications to policies, practices and procedures to include children with disabilities; provide resources for effective communication between practitioners and children with disabilities; and comply with physical access requirements.

## **HEAD START PERFORMANCE STANDARDS AND HEAD START ACT**

Section 1302.14 of the Head Start Performance Standards requires that “(1) A program must insure at least 10 percent of the total funded enrollment is filled by children eligible for services under IDEA, unless the responsible HSS Official grants a waiver.” Section 637 of the Head Start Act defines “child with a disability” as (A) a child with a disability as defined in Section 602(3) of IDEA; and (B) an infant or toddler with a disability as defined in Section 632(5) of such Act. Essentially, the 10% requirement is met by enrolling children with either an Individualized Family Service Plan (IFSP) or an Individualized Education Program (IEP) under IDEA.

## **CHILD CARE AND DEVELOPMENT BLOCK GRANT ACT (CCDBG)**

CCDBG requires states to develop strategies for increasing the supply and quality of child care services for children with disabilities. States must describe how they will coordinate their child care services with other services for young children with disabilities operating at the federal, state and local level.

## Pennsylvania Laws and Regulations

### THE PENNSYLVANIA EARLY INTERVENTION SERVICE SYSTEM ACT 212 OF 1990

Act 212, Pennsylvania's state law for early intervention, supports the inclusion of young children with disabilities in early childhood settings by stating that infants, toddlers and preschoolers "receive early intervention services in a setting with nonhandicapped children." [Act 212 Sec.103(7)].

### 22 PA CODE

Regulatory guidance is provided in the Pennsylvania Code to ensure compliance with the federal law, the Individuals with Disabilities Education Act of 2004. Chapter 14 applies to programs serving children ages 3 to 21, including Early Intervention Preschool Programs. Chapter 4226 applies to Early Intervention Infant and Toddler Programs, serving children from birth to age 3.

### 55 PA CODE

Regulatory guidance is provided for licensed child care programs regarding children with special needs and children with disabilities is also provided through the Pennsylvania Code. Chapter 3270 which applies to Child Day Care Centers states, "The operator shall make reasonable accommodation to include a child with special needs (§ 3270.17). The same regulation applies to Group Day Care Homes (Chapter 3280) and to Family Child Care Homes (Chapter 3290). Chapter 3041 Subsidized Child Care Eligibility provides guidance under "parent choice" by specifying licensed child care providers must



meet the health and safety rules outlined in the above chapters to be eligible to participate in the subsidized child care program.

## PRE-K COUNTS

Addresses inclusive environments by stating that “A Program classroom should reflect the naturally occurring ratio of students with and without developmental delays and disabilities in the area served by the approved provider and should not contain more than 20 percent of students who have been identified by the start of the program year as having a developmental delay or disability. However, in attempting to promote inclusion in this way, approved providers may not deny students admission to a classroom based on their disability or delay.” (§ 405.51).

## || RESEARCH THAT SUPPORTS INCLUSION

More than 40 years of research on inclusion has shown the following:

1. Inclusive options benefit children with and without disabilities.
2. The quality of preschool programs including at least one student with a disability was as good as or better than that of preschool programs without children with disabilities.
3. Children with disabilities can be effectively educated in inclusive programs using specialized instruction.
4. Parents and teachers influence children's values regarding disabilities.
5. Individualized embedded instruction can be used to teach a variety of skills including those related to early learning standards, and promote participation in inclusive preschool programs to children with and without disabilities.
6. Families of children with and without disabilities generally have positive views of inclusion.
7. Inclusion is not more expensive than having separate programs for children with disabilities.
8. Successful inclusion requires intentional and effective collaboration and teaming.
9. The individual outcomes of inclusion should include access, participation, and support.
10. Children with disabilities do not need to be “ready” to be included. Programs need to be “ready” to support all children.

Barton, E. E. & Smith, B. J. (2014). *Fact sheet on preschool inclusion*. Pyramid Plus: The Colorado Center for Social Emotional Competence and Inclusion. Denver, CO. [www.pyramidplus.org](http://www.pyramidplus.org)

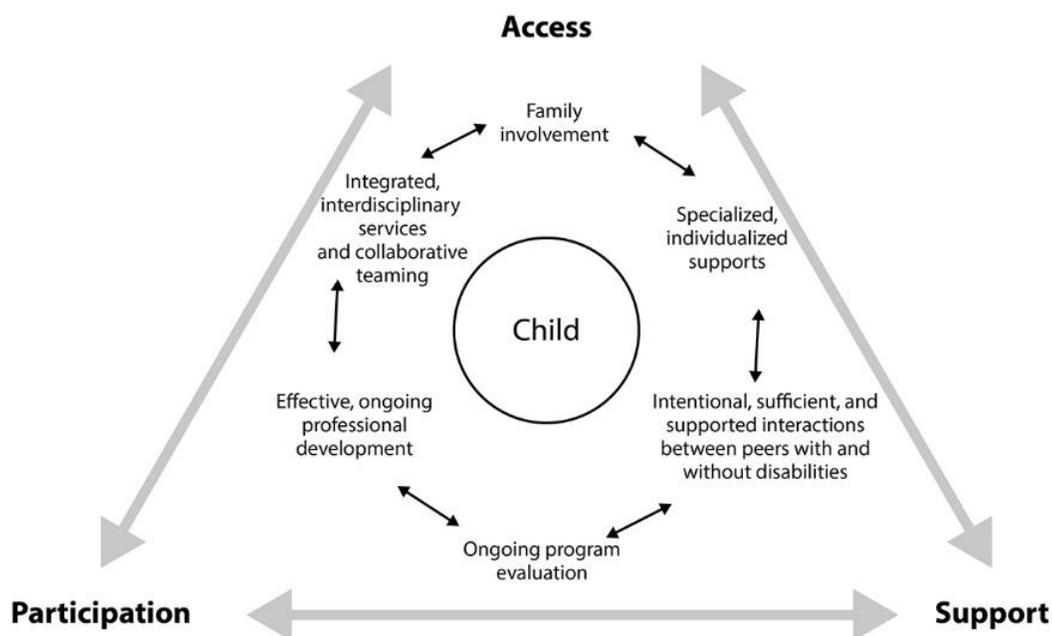
## EFFECTIVE COMPONENTS OF INCLUSION

Research has also identified effective program components that support inclusion.

Among these are:

- family involvement
- specialized, individualized supports
- sufficient interactions between peers with and without disabilities. Interactions need to be both intentional and sufficient and there needs to be a focus on social outcomes such as developing friendships and a sense of belonging.
- use of inclusive services and collaborative teaming
- ongoing professional development
- program evaluation (Barton & Smith, 2015).

The framework for inclusion developed by Barton and Smith (2015) demonstrates how the effective program components of inclusion can be addressed within the defining features of inclusion identified in the NAEYC and DEC joint position statement on early childhood inclusion. The remainder of this guidance document will examine the defining features of inclusion, **access**, **participation** and **support**, and provide resources that align with the effective components, to assist programs in designing and evaluating high quality inclusion opportunities for all children.



Barton, E.E., & Smith, B.J. (2015). *The preschool inclusion toolbox: how to build and lead a high-quality program*. Baltimore, MD: Brookes Publishing

## || DEFINING FEATURES OF INCLUSION

There are 3 defining features of high quality early childhood inclusion: **access**, **participation** and **supports**. A set of quality indicators based on these defining features allows a program to identify where they are in terms of the overall quality of their inclusive program. Use of a checklist of indicators also helps to identify priorities and necessary steps toward creating high-quality inclusive programs for all children, and to evaluate progress over time. Programs are encouraged to review the checklists below and choose the one that best meets their needs.

### Inclusion Checklists of Quality Indicators: Determine Where You Are

## PENNSYLVANIA INCLUSION SELF-EVALUATION AND ACTION PLAN TOOL

Pennsylvania has adapted an inclusion self-assessment that is based on the defining features of inclusion: access, participation and supports. This checklist provides a framework for discussion to promote local partnerships between early childhood programs, early intervention, related service personnel, professional development providers and families to benefit young children. It includes a form for planning. [www.eita-pa.org/inclusion/](http://www.eita-pa.org/inclusion/)

### INCLUSION PLANNING CHECKLIST

This tool is designed to provide collaborative services for infants, toddlers or preschoolers with disabilities and their families. It provides suggestions for activities that should take place to create responsive and effective inclusive environments. The checklist is available for both home-visiting programs and center-based programs. Both checklists are



available in English and Spanish. They are accessible in the Supplements section of the Special Quest Multimedia Training Library. [napacoe.pointinspace.com/index.lasso](http://napacoe.pointinspace.com/index.lasso)

## QUALITY INCLUSIVE PRACTICES CHECKLIST

This checklist is designed to assess the quality inclusive practices within early childhood environments and is based upon the features of access, participation, and supports. The online version includes a glossary of highlighted terms and a toolbox of articles, online application activities, and resources that support the checklist items.

<http://bit.ly/2zlwNFH>



## Assuring Access, Participation, and Supports: Determine Where to Start

Based upon the information gained through an Inclusion Checklist of Quality Indicators, programs should identify priorities for creating high-quality inclusive programs. The following sections define **access, participation and supports** and provide steps and resources to assure those for all children. Programs are encouraged to begin by going to the section they identified as a priority and explore all the resources provided.

**Access** is defined as providing a wide range of learning opportunities, activities, settings and environments to address a variety of children's needs. Further defined, access means providing learning opportunities through the provision of materials that can be used both by children with and without disabilities.

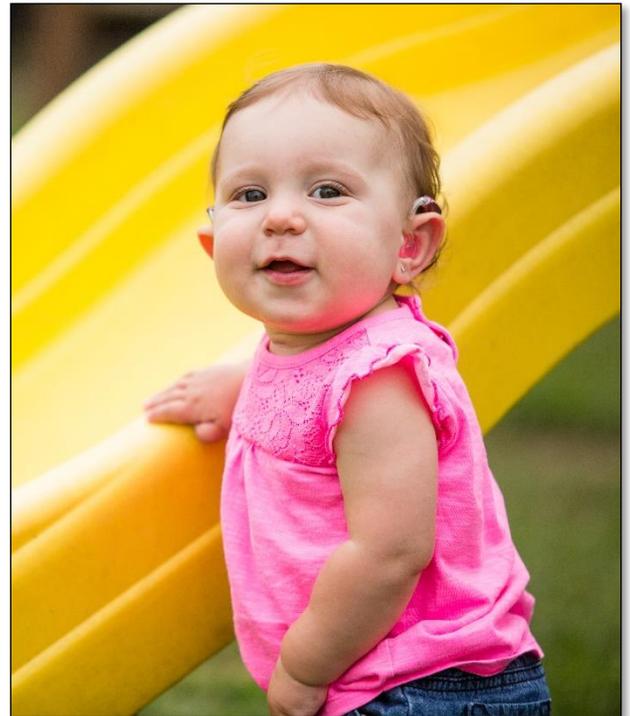
### WHAT PROGRAMS SHOULD DO TO ASSURE ACCESS FOR ALL CHILDREN:

**Utilize Pennsylvania Learning Standards for Early Childhood.** The Infant-Toddler and Pre-K Standards are designed to be used with all children. The content provides information to create goals and experiences that will help all children reach their highest potential. Each standard includes Supportive Practices – specific examples that practitioners can use to help children learn or make progress with particular skills. <http://bit.ly/2hPa0Li>

**Utilize Developmentally Appropriate Practice (DAP) in conjunction with DEC Recommended Practices (DEC RPs).** DAP is grounded in the research on how young children grow and learn and in what is known on early education. It is fundamental for quality early childhood programs. However, children who have or are at risk for developmental delays or disabilities may need more specialized practices. DEC RPs offer guidance to parents and professionals who work with young children who have or are at risk for developmental delays or disabilities. They are supported by research and highlight the practices that have been shown to result in better outcomes. Therefore,

DAP should be used in conjunction with DEC RPs in high-quality inclusive early learning programs (Barton and Smith, 2015).

- **NAEYC** provides core considerations, principles of child development and learning, guidelines for effective teaching, and suggested teaching strategies. [www.naeyc.org/DAP](http://www.naeyc.org/DAP)
- **DEC** provides a list of the practices, a list with embedded examples, and videos about the DEC RPs. [www.dec-sped.org/dec-recommended-practices](http://www.dec-sped.org/dec-recommended-practices)
- **DEC RPs Performance Checklists** are intended for practitioners to increase their understanding and use of the DEC RPs. They can also be used for self-evaluation. Practice Guides for both practitioners and families provide a description of the practice, information on how to use it and how you will know if it is working, video clips, vignettes and additional resources. [ectacenter.org/decrp/](http://ectacenter.org/decrp/)



**Implement Universal Design for Learning (UDL).** Universal design is a framework that supports all learners by providing a variety of ways to access and process information and demonstrate what is learned.

- **Universal Design of Early Education: Moving Forward for All Children** describes the guiding principles and provides helpful examples. <http://bit.ly/2gwBxVe>
- **Building Inclusive Child Care** provides a video that demonstrates universal design principles in action and a UDL Checklist to guide the expansion and strengthening of UDL practices. <http://bit.ly/2gvFhGC>

**Incorporate Assistive Technology (AT).** AT consists of a range of materials or devices used to help a child perform a skill or participate in an activity. The Early Intervention Online Learning Portal provides a variety of resources to help assess the need for AT, select and create materials, and locate professional development opportunities on AT. [www.eita-pa.org/assistive-technology/](http://www.eita-pa.org/assistive-technology/)

**Participation** goes beyond access to insuring individualized accommodations and supports are provided so that all children can fully participate in play and learning activities with peers and adults.

## WHAT PROGRAMS SHOULD DO TO ASSURE PARTICIPATION OF ALL CHILDREN:

**Use scaffolding strategies based on child's needs.** Scaffolding strategies provide the right level of support to individual children for them to participate in a wide variety of learning activities.

- **Early Childhood Learning & Knowledge Center (ECLKC)** provides an in-service suite for teachers titled "Scaffolding Children's Learning. It includes a video, tips for teachers, families, tools for supervisors and other helpful resources. <http://bit.ly/2zIK956>
- **The IRIS Center** provides a one-page summary on instructional scaffolding. <http://bit.ly/2w7vbOS>
- **CARA's Kit: Creating Adaptations for Routines and Activities** is designed to promote the participation of all children by suggesting adaptations to common early learning routines and activities. <http://bit.ly/2zle8dl>

**Use embedded instruction and other naturalistic interventions.** These methods address individual goals and targets for children within the content of everyday activities and routines at home, school or in the community.

- **DEC RPs Performance Checklist** – Embedded Instruction Practices provides a description of embedded instruction, information on how to use it and how you will know if it is working, video clips, vignettes and additional resources. [ectacenter.org/decrp/](http://ectacenter.org/decrp/)

**Focus on social outcomes.** Developing social skills, making friends, and having a sense of belonging are all part of meaningful participation.

- **Head Start Center for Inclusion** provides resources to support memberships including video clips, print materials, and a teacher checklist. <http://bit.ly/2hPSDKs>
- **The Center on the Social and Emotional Foundations for Early Learning (CSEFEL)** provides resources that include tools for working on building relationships, and teaching social emotional skills. <http://bit.ly/1OGvH7f>

**Promote the use of tiered models of instruction and intervention.** Tiered models of instruction are part of a framework to connect children's assessment results with the appropriate level of support needed, including specific teaching and intervention strategies.

- **Frameworks for Response to Intervention in Early Childhood: *Description and Implications*** provides information on multi-tiered systems of teaching and caregiving practices under "Features of Early Childhood RTI Frameworks" (p. 6). <http://bit.ly/2gIPDFj>
- **The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children Fact Sheet** provides an overview of the tiered framework of the pyramid model with key assumptions. <http://bit.ly/2xQCkmy>
- **The Center on the Social and Emotional Foundations for Early Learning (CSEFEL)** provides extensive, user-friendly training materials, videos and print resources to implement the Pyramid Model. [csefel.vanderbilt.edu/index.html](http://csefel.vanderbilt.edu/index.html)

**Supports** are the systems level infrastructure components that must be in place to undergird the efforts of individuals and programs providing inclusive services to children and families. Supports give adults (both teachers and parents) the resources they need to help children develop and learn.

## WHAT PROGRAMS SHOULD DO TO PROVIDE SUPPORTS:

**Implement the next steps of the [OCDEL inclusion announcement](#).** Local programs are encouraged to take steps to promote and implement practices that support the inclusion of all young children in early childhood programs within their local communities. These steps are consistent with the foundations for system level supports and include the following:

- establish and refine local partnerships
- develop an inclusion philosophy, policies, and procedures with families and partners
- provide professional development activities based upon needs



Additional information and resources to support the next steps are found in [Getting Started: Implementing the OCDEL Inclusion Announcement, A Guide for Coaches and Programs](#)

**Implement the next steps of the OCDEL suspension and expulsion announcement.**

This announcement clearly supports the philosophy of including all children by promoting the implementation of appropriate and positive behavior support practices to reduce the incidence of suspension and expulsion.

- **Guidelines for Reducing Expulsion/Suspension** is a document designed to support local programs

and coaches to implement the OCDEL Expulsion/Suspension Announcement. Check the PA Key ([www.pakeys.org](http://www.pakeys.org)) and Early Intervention training ([www.eita-pa.org](http://www.eita-pa.org)) websites for these guidelines.

**Promote models of collaboration.** Collaboration is a cornerstone of implementing high quality early childhood inclusion. It addresses the way that interactions occur between families, practitioners, and administrators. Communities of practice and professional learning communities allow members to learn from one another by sharing their knowledge and focusing on what does and does not work. Collaboration through technical assistance, consultation and coaching is a way for professionals to share information on inclusive practices with early childhood staff and families.

- **Coaching families** in the child's natural environment promotes interventions and parent child interactions that support the child's development in everyday routines, activities and places where the family participates. The Early Intervention Online Learning Portal provides a variety of resources to support this approach. [eita-pa.org/coaching-and-collaborative-partnerships/](http://eita-pa.org/coaching-and-collaborative-partnerships/)
- **Practice Based Coaching** occurs in the context of collaborative partnerships. It is a professional development strategy that supports the teachers' use of effective teaching practices that lead to positive outcomes for children. <http://bit.ly/2guuqgm>

## || CONCLUSION

Inclusion goes beyond placement in a regular early childhood classroom or providing services in natural environments (access). It is about having children actively participate using their abilities in day to day activities and routines as members of the community. To facilitate both access and full participation of young children with disabilities, programs and communities need to provide the supports necessary to practitioners and families to make inclusion a reality. As one parent of a young child stated, "Inclusion can occur in schools, churches, playgrounds, work and in recreation." These guidelines require strong professional and family partnerships, committed communities, and dynamic leaders to fulfill our vision that ALL young children will participate and succeed in high quality early childhood programs.



## || REFERENCES

The Americans with Disabilities Act [www.ada.gov/2010\\_regs.htm](http://www.ada.gov/2010_regs.htm)

Barton, E.E., & Smith, B.J. (2015). *The preschool inclusion toolbox: how to build and lead a high-quality program*. Baltimore, MD: Brookes Publishing

Barton, E. E. & Smith, B. J. (2014). *Fact sheet on preschool inclusion*. Pyramid Plus: The Colorado Center for Social Emotional Competence and Inclusion. Denver, CO.  
[www.pyramidplus.org](http://www.pyramidplus.org)

The Child Care and Development Block Grant Act  
[www.acf.hhs.gov/programs/occ/ccdf-reauthorization](http://www.acf.hhs.gov/programs/occ/ccdf-reauthorization)

Division for Early Childhood and National Association for the Education of Young Children (NAEYC) *Joint Position Paper on Inclusion*  
[www.naeyc.org/files/naeyc/gile/positions/DEC\\_NAEYC\\_ED\\_updatedKS.pdf](http://www.naeyc.org/files/naeyc/gile/positions/DEC_NAEYC_ED_updatedKS.pdf)

Early Intervention Technical Assistance Training Initiatives [www.eita-pa.org](http://www.eita-pa.org)

Federal U.S. Departments of Health and Human Services and Education Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs  
[www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf](http://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-full-text.pdf)

The Head Start Act and Head Start Performance Standards  
[eclkc.ohs.act.hhs.gov/hsic/standards/law](http://eclkc.ohs.act.hhs.gov/hsic/standards/law)

The Individuals with Disabilities Education Act, Part B and Part C [idea.ed.gov](http://idea.ed.gov)

National Professional Development Center on Inclusion. (2011). *Research synthesis points on practices that support inclusion*. Chapel Hill: The University of North Carolina, FPG Child Development Institute, Author. [npdci.fpg.unc.edu](http://npdci.fpg.unc.edu)

The Pennsylvania Code 22, Chapters 14 and 4226  
[www.pacode.com/secure/data/022/022toc.html](http://www.pacode.com/secure/data/022/022toc.html)

The Pennsylvania Code 55, Chapters 3270, 3280, 3290, 3041  
[www.pacode.com/secure/data/055/055toc.html](http://www.pacode.com/secure/data/055/055toc.html)

Pennsylvania Keystone STAR Performance Standards  
[www.pakeys.org/pages/get.aspx?page=programs\\_stars](http://www.pakeys.org/pages/get.aspx?page=programs_stars)

PA Keys to Quality Professional Development System and Technical Assistance System  
[www.pakeys.org/pages/get.aspx?page=Programs\\_STARS\\_PD](http://www.pakeys.org/pages/get.aspx?page=Programs_STARS_PD)

## NATIONAL CENTERS AND PROFESSIONAL ORGANIZATIONS WITH RESOURCES TO SUPPORT PROFESSIONAL DEVELOPMENT PLANNING IN SUPPORT OF INCLUSION

[Center on the Social and Emotional Foundations for Early Learning \(CSEFEL\)](#) focuses on promoting social emotional development and school readiness. The website contains [training modules](#), [training kits](#), [videos](#), [practical strategies](#), and [research syntheses](#).

[CONNECT: The Center to Mobilize Early Childhood Learning Knowledge developed modules](#) that are practice-focused instructional resources for faculty and other professional development providers. They are designed to build practitioners' abilities to make evidence-based decisions.

[Division for Early Childhood \(DEC\)](#)'s [Inclusive Programs and Practices Special Interest Group \(SIG\)](#) was created to increase the number and quality of early education, intervention, and community programs that include young children with disabilities, including those with needs for more significant support.

[The Early Childhood Personnel Center \(ECPC\)](#) facilitates the implementation of integrated and comprehensive systems of personnel development (CSPD) in early childhood, for all personnel serving infants and young disabilities. Resources include [a map of States' standards](#) and [quality indicators for a personnel/workforce system](#).

[Early Childhood TA Center \(ECTA\)](#) provides a variety of national and State resources on [inclusion](#), Least Restrictive Environments (LRE), and [Natural Environments](#). The center developed a compilation of [Quality Indicators of Inclusive Programs/Practices: A Compilation of Selected Resources](#) as well as products on the DEC Recommended Practices, including performance checklists and practice guides.

[Head Start Center for Inclusion](#) created resources to assist personnel in Head Start programs to include children with disabilities. The website contains detailed [training modules](#), [PowerPoint presentations](#), [video clips](#), and additional training resources such as worksheets and group activities.

[Head Start Early Learning and Knowledge Center \(ECLKC\)](#) serves as a portal to all Head Start and Early Head Start funded national centers, training resources, and regulatory requirements.

[Head Start National Center for Quality Teaching and Learning](#) provides resources on instruction, transition to kindergarten, and [teacher development](#) and a model for [practice-based coaching](#).

[Iris Center](#) provides a variety of instructional [modules on Inclusion](#) and early intervention/early childhood, video vignettes, and activities including resources on [accommodations](#), working with families, transition to preschool and [Research Summaries](#).

[National Association for the Education of Young Children](#) (NAEYC) [Early Childhood Workforce Systems Initiative](#) (ECWSI) assists states in developing, enhancing, and implementing policies for an integrated early childhood professional development system. [Strategic Directions: Technical Assistance Professionals in State Early Childhood Professional Development Systems](#) (2012) examines the growing field of professional coaches, mentors, and consultants working with early childhood programs.

[National Professional Development Center for Inclusion \(NPDCI\)](#) developed [landing pads with evidence-based practices](#) around Access, Participation, and Supports. [Tools](#) were developed to assist States and communities design cross-sector systems of professional development:

[Planning Matrix for Early Childhood Professional Development](#) can be used as part of a statewide planning process to gather information from representatives of early childhood agencies and initiatives regarding professional development efforts.

[The Landscape: A Statewide Survey for Providers of Professional Development in Early Childhood](#) is designed to help State agency administrators gather information about early childhood professional development activities across various sectors in a state.

[National Center on Child Care Professional Development Systems and Workforce Initiatives](#), (PDW Center) worked with Child Care and Development Fund grantees, Head Start/Early Head Start leaders, and their partners to design and implement professional development systems that align with other early childhood quality improvement efforts. The center developed the following professional development and technical assistance planning guides:

[Core Knowledge and Competencies Planning and Implementation Guide](#)

This resource is a planning and implementation guide for developing, revising, and implementing core knowledge and competencies. The guide describes an aligned State and Territory professional development system.

[Distance Learning Planning and Implementation Guide](#)

This resource is a planning and implementation guide for use in developing and strengthening distance learning options as part of an aligned professional development system.

[Technical Assistance Planning and Implementation Guide](#)

This resource is a planning and implementation guide for developing and strengthening technical assistance supports.

SpecialQuest was originally funded by the Office of Head Start and maintains a multi-media training [library on inclusion and professional development resources](#).

[The Pyramid Model Consortium](#) is a nonprofit created to continue the Pyramid Model work after federal funding for the Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) and the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) ended. The consortium provides a variety of training and TA resources.

[Technical Assistance Center on Social Emotional Intervention for Young Children](#) (TACSEI) uses evidence-based practices for improving the social-emotional outcomes of young children. It has developed a variety of training resources such as [make and take workshops, tools](#), and materials for implementing the [pyramid model](#).