## Quality Inclusive Practices

## Checklist Glossary

**Coaching Model:**

Early interventionists/special educators/therapists work together to provide instruction and support to families and other practitioners with the goal of promoting child’s learning and development.

**Consultative Model:**

Specialists provide educators and practitioners input regarding provision of specialized instruction and support for IEP goals across a child’s typical day and routine activities.

**Corrective Feedback:**

Positive, constructive comments that are given following the implementation of an activity. Goal is to motivate learning and improve performance.

**Co-Teach:**

Two people sharing responsibility for teaching children in the classroom.

**Cultural Competence:**

Attitudes, behaviors, policies, and practices at the program and individual level that support effective work in cross-cultural situations.

**Differentiated Instruction:**

Matches diverse learners’ needs with varied methods and activities which have been designed based on appropriate assessment.

**Early Childhood Special Education (ECSE):**

Special education services (Part B of IDEA) supporting the educational and developmental needs of 3–5-year-old children with disabilities or developmental delays.

**Early Intervention (EI):**

Special education services (Part C of IDEA) for 0–3-year-old infants and toddlers who have a developmental delay or disability and their families.

**Embedded Instruction:**

Identifying opportunities to support children’s learning targets within the context of naturally occurring classroom activities and routines.

**Engagement:**

A child’s active participation in activities, interactions with materials, and interaction with people that leads to goal achievement.

**Individual Family Service Plan (IFSP):**

Written document required by Part C of IDEA that guides the early intervention process for children ages 0-3 with disabilities. Contains information about services, providers, locations, and the chosen goals to support a child’s development and to enhance the family’s capacity to support the child’s development.

**Individual Education Program (IEP):**

Written document required by Part B of IDEA for children between the ages of 3 and 21 that contains information about services, locations, and goals to be addressed to support a child’s development and learning. Developed by a team of parents, general and special educators, and related service providers.

**Incidental Teaching:**

Child initiation and interest is used as a catalyst to maximize opportunities to respond, elaborate, and extend child learning.

**Inclusion (official definition by DEC and NAEYC):**

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 (DEC/NAEYC, 2009).

**Intentional Teaching:**

Preplanned, systematic, developmentally appropriate teaching activities that are based on standards and teacher initiated.

**Itinerant Special Educators / Therapists:**

Professionals who travel to the child’s setting to combine direct services for the child with disabilities and collaborative-consultative services that support practitioners and serve as an inclusion resource for families and ECE staff.

**Modeling:**

Scaffolding techniques where teachers first complete the task while students watch. Students then repeat assigned task, copying teacher’s methods while working at their own pace.

**Progress Monitoring:**

Form of assessment in which student learning is regularly evaluated to provide useful performance feedback to learners and instructors.

**Push-In Therapy/Model:**

Instruction and related services delivered to students with disabilities within the general education classroom.

**Push-out Therapy/Model:**

Instruction and related services delivered to students with disabilities outside the general education classroom.

**Response Prompting Strategies:**

Systematic strategy of providing prompts/hints to learners and then gradually removing them. Goals include increasing probability of correct responses and opportunities for positive reinforcement.

**Transitions Between Activities:**

Practices that help children anticipate and accept changes from one activity to another, e.g., predictable routines, familiar rituals, picture schedules, and specific prompts.

**Transitions Between Programs:**

Intentional set of activities that promote communication between sending and receiving practitioners and engage families in collaborative planning with the goal of preparing children and families for a change in settings or programs.

**Universal Screening:**

Process used to compare child’s performance to established benchmarks (criterion) to determine if a child’s learning is on target or if additional supports would be beneficial.