

Simplified Rubric for Belonging Awards

As you reflect on this rubric, please remember that this is not a race to a finish line or a competition to “win.” We want to provide a space to have a conversation around the intentionality of inclusive practices in your agency. We are excited to hear your point of view of how you adopt inclusion as a way of being, so please provide as many examples as you can related to these concepts of inclusion.

Access

Universal Design - Full participation for all children is supported in the physical environment through access and equitable opportunities in all program activities. (Measures adapted from Conn-Powers, Cross, Traub, Hutter-Pishgahi, 2006)

1. We will be looking for examples of materials related to a child’s culture and unique abilities available in the classroom. Examples may include taking into perspective a child(ren’s) background and the use of minimal effort to interact with the environment into consideration.

Universal Design for Learning - Flexible methods of presenting and motivating students, as well as ways for students to express their learning is at the heart of instructional strategies that use UDL. Includes a focus on diverse learning styles and abilities (CAST, 2011).

1. We will be looking for ways you present information to children with different learning styles. Examples of this can be incorporating multi-sensory learning and holding space for children to be able to express ideas differently.

Assistive Technology - Children’s access to learning opportunities is supported through a range of learning opportunities. AT uses might range from making simple environmental and material changes to helping children use special equipment (NPDCI, 2011).

1. We will be asking about examples of “low-tech supports” (such as laminated picture boards or pencil wedges) and “high-tech supports” (augmented or alternative communication devices) to meet each child’s needs.

Adaptations - Strategies that increase children’s independent participation in daily routines/activities and provide access to the learning community are provided. Adaptations can range on the continuum from least to most intrusive in terms of support (Milbourne & Campbell, 2007).

1. We will be looking for adaptations you have made in the learning environment to cater to a child’s unique strengths and challenges to assist in a child’s independent functioning such as assistive devices available during activities to provide access so the child can experience a community with peers.

Participation

Embedded Instruction and Other Naturalistic Interventions - Strategies that support specific goals within everyday activities, routines, and transitions in the child and family's context. (Winton, Buysse, Turnbull, Rous & Hollingsworth, 2010).

1. We are interested in practices around how instruction is embedded in daily routines to include IFSP/IEP goals that support individual learning as well as incidental and intentional teaching strategies used to support routines and transitions to activities. This could look like meaningful engagement that supports peer social relationships and collaborative problem-solving between children.

Scaffolding Strategies - Structured, targeted approaches used with children who require more intensive supports. Approaches include modeling, response prompting, peer supports, and corrective feedback (NPDCI, 2011).

1. Demonstration of ways your agency scaffolds a child's language, play and activities, with the use of modeling, response prompting strategies and corrective feedback in different situations.

Tiered Models of Instruction - Strategies that help practitioners connect children's formative assessment results to teaching and intervention strategies. (NPDCI, 2011)

1. Identification of screening and assessment techniques to understand practices to cater to a child's well-being and education. For example, using a child's scales to adapt the curriculum in order to fit their individualized needs and re-evaluate needs after follow-up assessments and/or screenings.

Supports

Professional Development - Teaching and learning activities that support inclusion and facilitate the acquisition and application of professional knowledge, skills, and dispositions (NDPCI, 2011).

1. What types of quality professional development opportunities have been provided to all staff, including orientation for new staff, ongoing training, and specific training on high-quality inclusive learning environments?

Models of Collaboration - Approaches used to support ongoing communication and collaboration include technical assistance, consultation, coaching, mentoring, collaborative problem solving, and communities of practice/professional learning communities (NDPCI, 2011).

1. Interviewee shared how the team, to include the educator, family, and other professionals with knowledge of the child, meets to evaluate the EI/ECSE services as well as participate in the IFSP/IEP process.

Family-Professional Collaboration - Opportunities for relationship building between parents and practitioners support the achievement of mutually agreed upon goals (NDPCI, 2011).

1. Interviewee demonstrates competence in systems in place to involve and build relationships with families as well as their educators. For example, the transition of a child and family between classrooms and/or programs.

Definitions

IEP (Individualized Education Plans) - 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.

IFSP (Individualized Family Service Plans) - 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.

EI (Early Intervention) - 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.

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