

Leadership Conference Feedback Results

Title: **Preschool Inclusion: A Case Study**

1. What are some strengths and positive points made in this session?
 - Collaboration between the community and public school was necessary to make this a positive experience
 - Realistic description of the challenges inclusion entails followed by report of eventual positive outcome
 - Identified real issues and challenges involved in honest manner
 - Both entities (early care and education center and public school) wanted best for the child
 - Communication between staff, parents, school dept. was very important
 - Helpful suggestions for IEP wording offered
 - All parties were open to change that addressed the needs of the child
 - Concept of “staff-enhanced” classroom
 - Everyone had realistic expectations
 - Staff learned to step back and let child learn on his own
 - Inspiring example of what can be done to accommodate children with special needs
 - Recognition of how all learning takes place within the context of interpersonal relationships
2. What are some challenges, concerns, or questions remaining for you on this session topic?
 - Will this effort be carried out for other students?
 - Staffing at most early care and education centers in the community inhibits ability to collaborate/plan outside classroom
 - Practicality of implementing this in a widespread manner would depend on choosing the right early education program
 - Individualizing for every child
 - How to carry the concept of inclusion into the primary grades
 - How to find the right special education aide for children who will be included
 - What would happen with parents who were less involved
 - More information/detail about the subsequent transition to public school
 - How to obtain administrative support for inclusion?
 - Funding to provide training for teacher assistants
 - Funding “staff enhanced” classrooms

- More information about how the individuals worked through their differences
 - How to support staff to deal with challenges
 - Inclusion requires a great deal of support, education, and collaboration not typically available
 - How to deal with other families who are not receptive to inclusion
3. Please identify some preliminary steps you will take as a result of this information.
- Share information with colleagues
 - Keep this child's experience in mind when parents advocate for inclusion – keep open to the possibilities
 - Look at potential classroom environments for possible partnerships
 - Will try to retain the notion of backing off and letting the child experience the whole process even when it is painful
 - Look at children with special needs and their interactions with peers in different light; is more intervention from the aide needed or less?
 - Change language in IEP to support inclusive practice
 - Reorganize tasks for one-to-one teacher assistants
 - Watch the DVD
 - Make efforts as a community early care and education center to be more inclusive, approachable, available as options for parents
 - Look at research related to use of one-to-one aides and recommended practice
 - Recommend DVD to parents who are interested in inclusion
 - Use the information provided to shape district practice
 - View and discuss DVD with staff
 - Seek out additional resource material
 - Address inclusion beliefs among staff
 - Schedule a visit to an inclusive classroom
 - Will include key words that were suggested in parent materials
 - Will share information with administrators
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