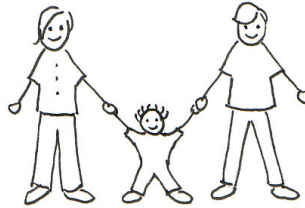


Partnerships for Inclusion



Nova Scotia

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Partnerships for Inclusion – Project Manager

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Goals for this Workshop:

- ❑ To gain an understanding of the purpose and methodology of this project
- ❑ To analyze the results of this project
- ❑ To reflect on the lessons learned from this process
- ❑ To consider how this process can be adapted and utilized in any program

Partnerships for Inclusion

Project Goals

To use training, assessment, consultation and support to:

- 1. Improve program quality**
- 2. Increase capacity to include children with special needs in child care programs**
- 3. Inform policy and practice**

Structure of Pfl

- ❑ 5 staff were hired to work regionally across the province
- ❑ All staff have background and experience in early childhood education and inclusion
- ❑ Experienced in adult education and workshop presentation

Critical Features

- ❑ Success is built on relationships
- ❑ Arms-length from government
- ❑ Voluntary
- ❑ Model is responsive and evolutionary – designed to meet the needs of those we work with
- ❑ Collaborative

Lesson One

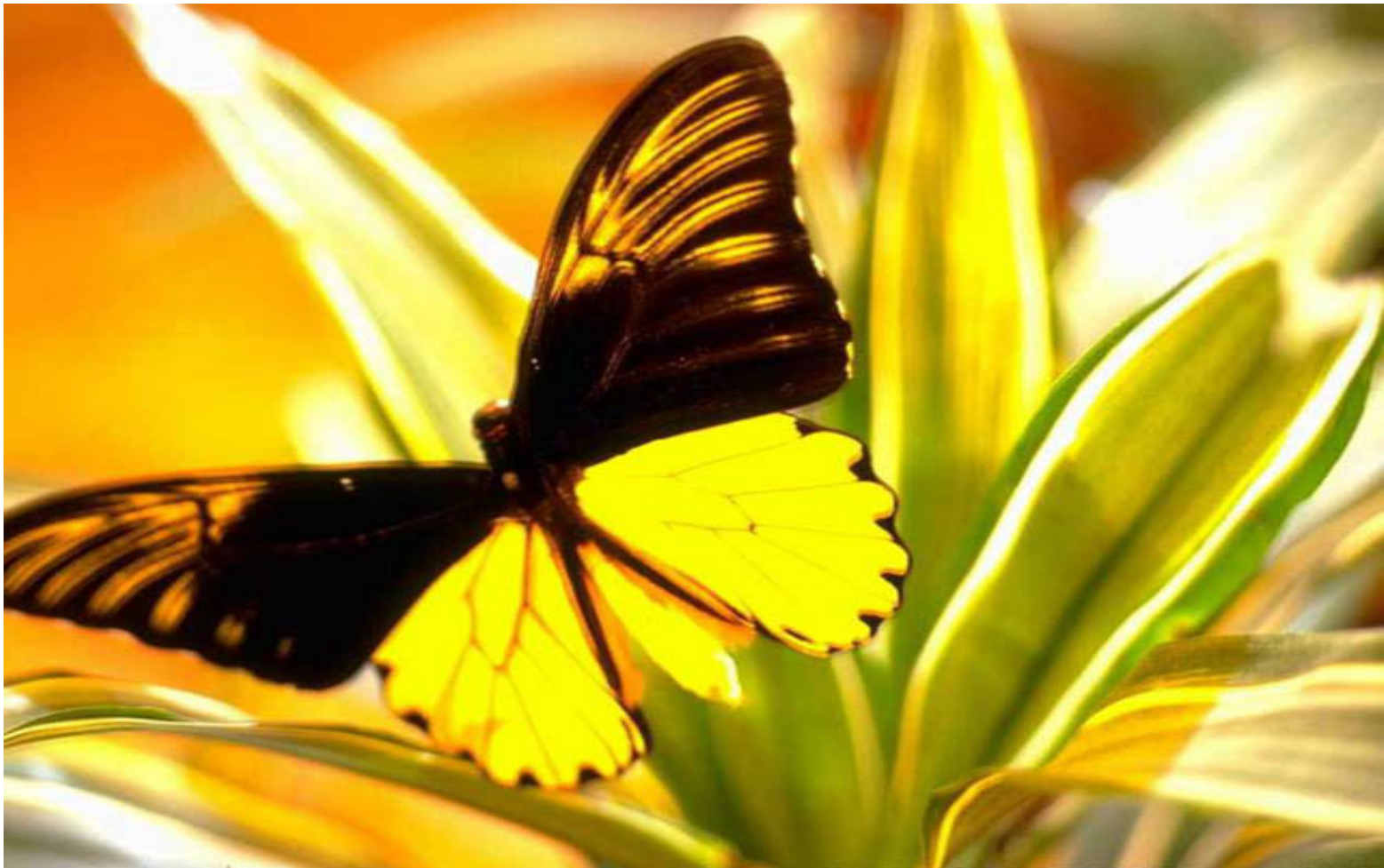


Change is Hard

If nothing ever changed...



**There would be no
butterflies.**



Try This...

- ❑ Cross your arms
- ❑ Now cross your arms with the other arm on top
- ❑ Feels awkward doesn't it?

Change is difficult – why?

- ❑ People do what they know how to do, and most of the time they believe in what they do.
- ❑ In a child care setting, the individual's actions and desires are meshed with the actions of others.
- ❑ Change takes time.
 - time away from children
 - time to sustain change



Change is
evolutionary
not
revolutionary

The nature of change

- ❑ Change is a process, not an event
- ❑ What works well in one setting may not in another
- ❑ Success depends on the felt need for change
- ❑ All change isn't necessarily good
- ❑ Change has a ripple effect

Some more things to consider...

- ❑ Change evokes mixed emotions
- ❑ Change creates discomfort
- ❑ Change happens best slowly with opportunities for input given to those most clearly affected
- ❑ Change ideally engages global thinking and flexibility
- ❑ Change provides opportunity for understanding not only where you are going, but where you have been

Stages of Concern about Changing

- I. **Awareness Concerns**
 - What are you talking about?

Stages of Concern about Changing

II. Information Concerns

- Well, give me more information.**

Stages of Concern about Changing

III. Concerns about consequences

- How will it affect me
- What's in it for me?
- How will it affect others?

Stages of Concern about Changing

IV. Logistical Concerns

- How do I implement the changes?
- Do I do this alone or collaborate with others?
- What strategies do I use?

Stages of Concern about Changing

v. Accountability Concerns

- What are the outcomes for children, families, program, and community?
- How do I know if it is working?
- How do I communicate its success?

Stages of Concern about Changing

- VI. Concerns about refocusing**
- What new ideas and challenges are generated by the changes?
 - Where do I go for future support?

Great truths about the change process

- For change to occur, both bottom-up and top-down strategies are necessary
 - Change requires that all parts of the system play a role in the process

Great truths about the change process

- You cannot mandate change
 - You cannot make people change
 - New ideas often require individuals to change their behaviour which may necessitate having a reason to change or recognize the need to change

Great truths about the change process

- Every person is a change agent
 - The change process should be broadly participatory
 - For change to occur, multiple stakeholders need opportunities to listen and to understand the unique perspectives each brings to the issues at hand

Great truths about the change process

- **Change is a process, not a blueprint**
 - **Change does not happen quickly**
 - **It is a gradual process that requires time**
 - **Effective change strategies are relevant to practitioners' contexts and are responsive to practitioners' skills and perspectives, thus providing reasonable alternatives to current practice**

Great truths about the change process

- **Change requires ongoing support**
 - **Change is best facilitated by continued support and monitoring**
 - **The process should include opportunities for communication, dialogue, and planning as new issues and concerns emerge.**

What makes change happen?

The person expected to change...

- ❑ Has to want to change, must see the rationale for the change, understand the need
- ❑ Has to see the difference between current practice and the ideal goal
- ❑ Has to have some control over the change, for example, what it involves, how, and when it is made
- ❑ Will need support over time

What makes change happen?

The change agent...

- ❑ Must have a trusting, positive relationship with the person expected to change
- ❑ Must have skills and knowledge to help the person expected to change to understand and buy into the need for change
- ❑ Must empower the person expected to change to be internally motivated
- ❑ Must expect that change will take time so have patience, and be flexible

Let's Try This

- ❑ Pick a partner and face each other
- ❑ One person make a fist and hold it in front of the other
- ❑ The other person try to open it

Sometimes clichés have an element of truth...



**You catch
more flies
with honey
than you do
with vinegar**



Pfl Model



The Ten-Step On-Site Consultation Model

Step One – Establish Relationships

On-site consultation model is discussed and a relationship begins between facilitator and centre staff.

The Ten-Step On-Site Consultation Model

Step Two – Provide Project Training

Training on Environment Rating Scale and additional project components is provided for all staff in participating child care centres.

The Ten-Step On-Site Consultation Model

Step Three – Administer Scales

Facilitator administers Environment Rating Scale and SpecialLink Inclusion Scales.

The Ten-Step On-Site Consultation Model

Step Four – Collaborative Action Plan

Administrator and centre staff meet with facilitator to gain consensus on evaluation. Goals and objectives are identified and a collaborative action plan is developed.

The Ten-Step On-Site Consultation Model

Step Five – Provide Inclusion Seminar

Inclusion seminar is provided for all staff in participating centres.

The Ten-Step On-Site Consultation Model

Step Six – On-Site Support

Administrator and centre staff work on objectives of collaborative action plan with support and assistance from the facilitator.

The Ten-Step On-Site Consultation Model

Step Seven – Evaluate Changes

Changes are evaluated using Environment Rating Scale and Inclusion Scales.

Administrator and centre staff meet with facilitator to develop a collaborative action plan based on this evaluation.

The Ten-Step On-Site Consultation Model

Step Eight – Sustainability Period

Administrator and centre staff work on objectives for a period of time without on-site visits or support from facilitator.

The Ten-Step On-Site Consultation Model

Step Nine – Evaluation After Sustainability

Facilitator reevaluates using Environment Rating Scale and Inclusion Scales.

The Ten-Step On-Site Consultation Model

Step Ten – Identification of Future Needs

Administrator and centre staff meet with facilitator to identify any future needs that the centre may have and develop another collaborative action plan.

Lesson Two



Reflective Practice is
Key

Self-reflection...

- ❑ Is both a method and an attitude
- ❑ Promotes understanding and empathy for children and parents
- ❑ Fosters personal growth
- ❑ Can and does make a difference
- ❑ Should be an on-going process

So why reflect on your practice?



Even if you are on the right track, you will get run over if you just sit there.



What is self-reflection?

- It is looking at what you do
- Considering its impact
- Thinking about what made you do it
- And how you could make it better

Attitudes of reflective practitioners

Vicki Kubler LaBronsky studied the development of reflective practitioners in preservice teachers and identified these attitudes in her most reflective students:

- ❑ An orientation to the needs of children**
- ❑ An ability to take the long term view**
- ❑ A conception of the teacher as a facilitator**

Attitudes of reflective practitioners

- ❑ A willingness to acknowledge that conclusions are tentative
- ❑ An understanding of the importance of listening to feedback
- ❑ An awareness that teaching is a moral activity

Attitudes of reflective practitioners

- ❑ An inclination to both imaginative thinking and strategic thinking
- ❑ An inclination to ground reason in a knowledge of oneself, children and the subject matter

Reflection can help child care practitioners:

- ❑ Discover the source, meaning and implications of beliefs
- ❑ Look at the effects of actions, attitudes and beliefs on children
- ❑ Illuminate tacit understandings that have developed around familiar practices
- ❑ Examine the nature of problems and their underlying causes
- ❑ Temper unsubstantiated judgments
- ❑ Explore alternative solutions
- ❑ Release unused creative resources



PfI Tools for Measuring Quality



ECERS and SpecialLink Inclusion
Practices and Principles

So why use the ECERS?

- ❑ It is based on Developmentally Appropriate Practice
- ❑ It is objective
- ❑ It is reliable
- ❑ It is easy to understand
- ❑ It validates the strengths of a program

So why use the ECERS?

- ❑ It determines the areas of a program that have weaknesses
- ❑ It highlights concrete examples of components of a good early childhood program
- ❑ It makes it easy to set goals and objectives

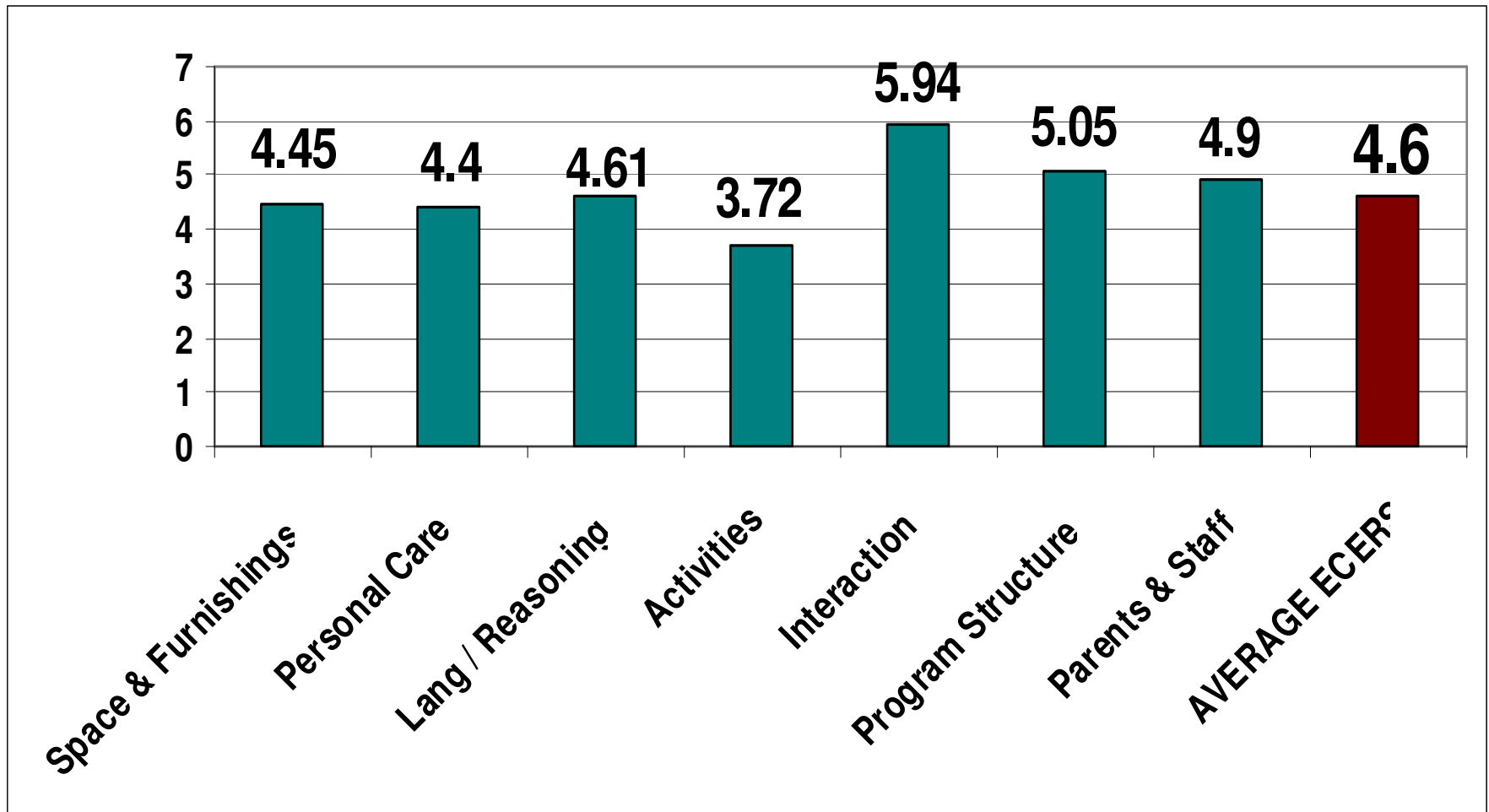
So why use the ECERS?

- ❑ The Early Childhood Environment Rating Scale (ECERS) comprehensively defines quality in preschool settings.
- ❑ The 43 items of the scale cover seven categories:

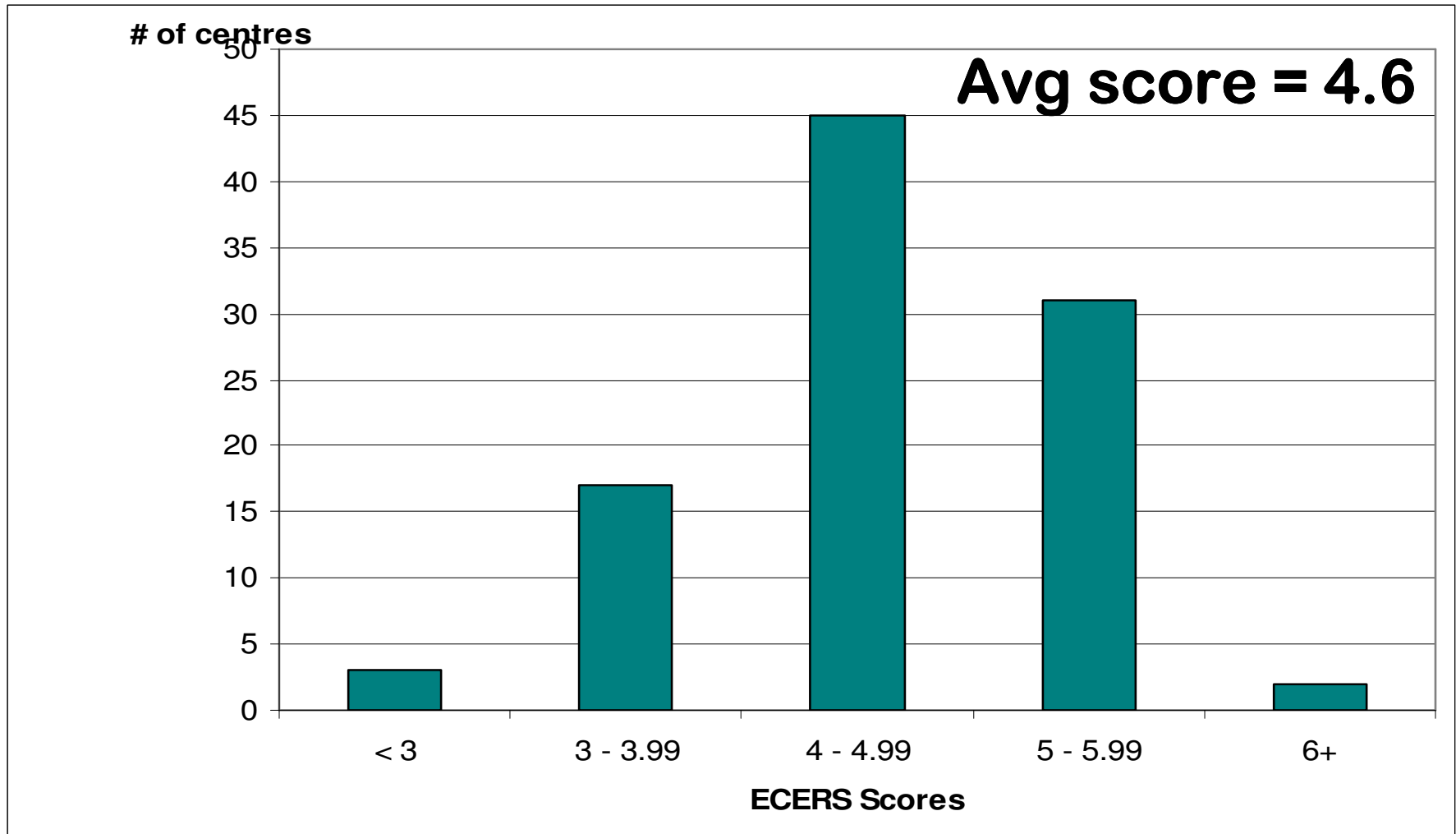
So why use the ECERS?

- ❑ Space and Furnishings
- ❑ Personal Care Routines
- ❑ Language-Reasoning
- ❑ Activities
- ❑ Interaction
- ❑ Program Structure
- ❑ Parent and Staff

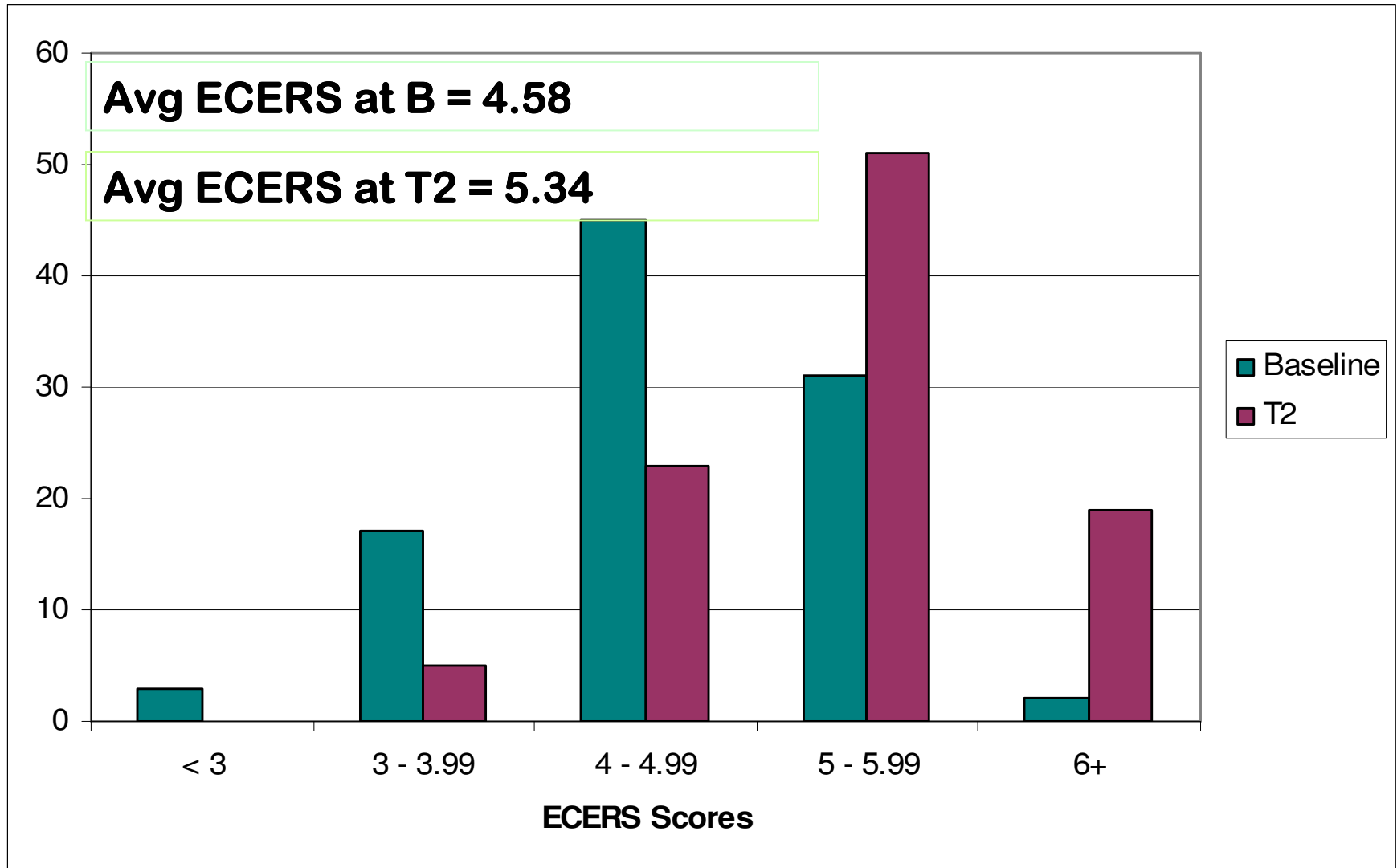
Program Quality at Baseline



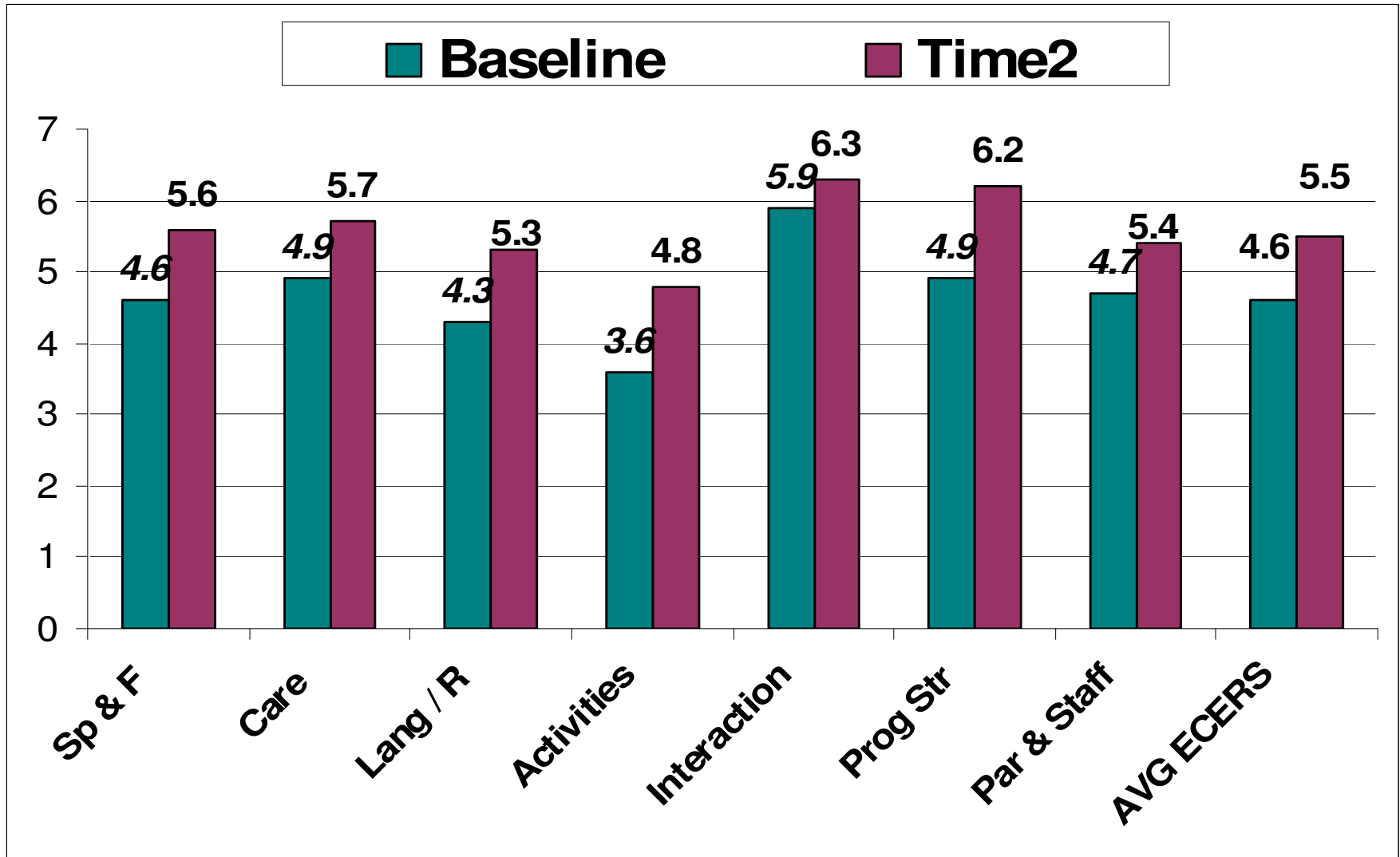
Program Quality at Baseline



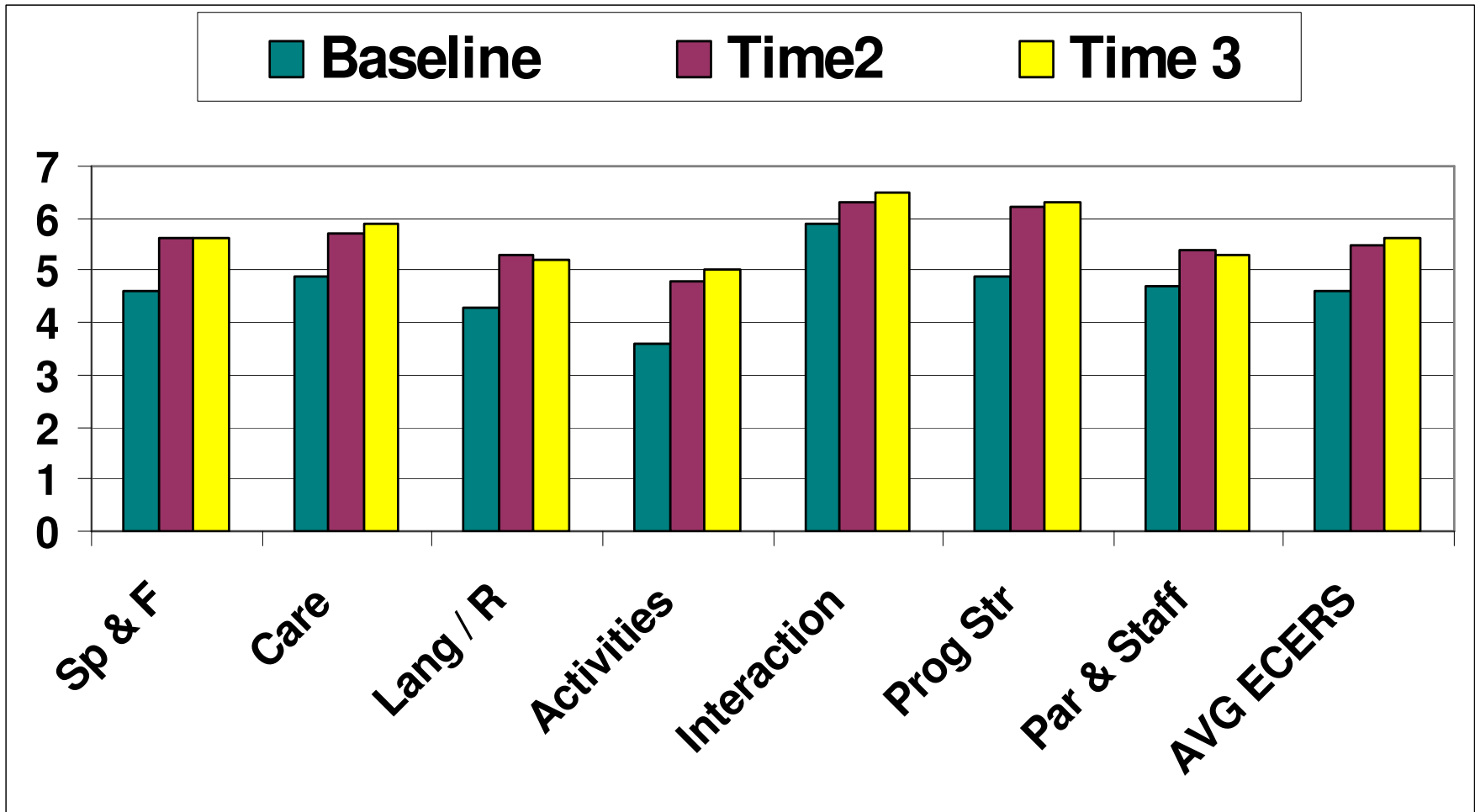
After 2nd Assessment



After 2nd Assessment



After 3rd Assessment



Summary of Findings

- ❑ **86% of centres improved ECERS scores**
- ❑ **One of every three centres improved by more than one full point**
- ❑ **At the second assessment, 71% of centres scored more than 5.0**
- ❑ **Improvements occurred for centres at all starting points, but those with lower initial scores generally improved the most**

Beyond the Numbers

Administrators and educators found that...

- ▣ They were more effective as a team**
- ▣ There was staff renewal, engagement and reflection**
- ▣ The changes diffused throughout the centre**
- ▣ There were many positive responses from the children**
- ▣ Staff- child interactions were more responsive and meaningful**



Lesson Three



Why On-site Support
Works



Activity - Communication

Making the Transfer from Theory to Practice

	Knowledge and understanding	Skill in applying	Transfer to repertoire
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Making the Transfer from Theory to Practice

	Knowledge and understanding	Skill in applying	Transfer to repertoire
Theory	90%	25%	5%

Making the Transfer from Theory to Practice

	Knowledge and understanding	Skill in applying	Transfer to repertoire
Theory	90%	25%	5%
Demonstration	90%	50%	5%

Making the Transfer from Theory to Practice

	Knowledge and understanding	Skill in applying	Transfer to repertoire
Theory	90%	25%	5%
Demonstration	90%	50%	5%
Practice	90%	90-95%	5%

Making the Transfer from Theory to Practice

	Knowledge and understanding	Skill in applying	Transfer to repertoire
Theory	90%	25%	5%
Demonstration	90%	50%	5%
Practice	90%	90-95%	5%
Feedback	90%	90-95%	5%

Making the Transfer from Theory to Practice

	Knowledge and understanding	Skill in applying	Transfer to repertoire
Theory	90%	25%	5%
Demonstration	90%	50%	5%
Practice	90%	90-95%	5%
Feedback	90%	90-95%	5%
Coaching	95-100%	90-100%	90%

Coaching is one way to ensure transfer of training in a staff development program. Reliable transfer seems to require some form of consistent follow-up.



Inclusion Quality and Capacity

- ❑ Most centres had some prior experience with inclusion, but often “informal” and only if a child with special needs came up in the queue.
- ❑ 16% of centres had a written policy statement on inclusion (86% had a written statement on quality)
- ❑ 2/3 of centres had at least 1 child with identified special needs enrolled
- ❑ Centres varied in inclusion history – from beginners to long-time leaders. Also varied in resources within centres, connections with professionals

CHALLENGES, OBSTACLES

- ❖ **STAFF TURNOVER, FUNDAMENTAL ISSUES** (Low wages, difficulties recruiting trained staff, No substitutes available)
- ❖ **STAFF RESISTANCE**
- ❖ **INITIAL NERVOUSNESS, LACK OF ENGAGEMENT**
- ❖ **TIME, WORKLOAD (FOR SOME)**
- ❖ **NEED FOR STRUCTURAL CHANGES IN THE CENTRE; LACK OF FUNDS FOR NEW EQUIPMENT, MATERIALS**

CHANGES IN INCLUSION PRINCIPLES AND PRACTICES

- Limited evidence of substantial change in the sample as a whole.
- Cohort 1 showed a slight increase in Principles Scores compared to Cohort 2; Neither increased in average Practices scores.
- Cohort 3 increased slightly in Principles and Practices; Cohort 4 showed no change
- Evidence within individual centres evident in facilitators' reports and interview data

LINGERING CONCERNS ABOUT INCLUSION CAPACITY

- **Need for equipment, improved facilities**
- **Need for financial assistance for additional staff**
- **Concerns re: staff readiness, attitudes, capacities, support available**
- **Concerns re funding stability**



LESSONS LEARNED ABOUT EFFECTS OF PFI-NS ON PROGRAM QUALITY

- 1. CLEAR EVIDENCE OF SUCCESS IN IMPROVING PROGRAM QUALITY FOR CHILDREN, ENGAGING STAFF IN RENEWAL**
- 2. IMPROVEMENTS IN CLASSROOM QUALITY ARE SUSTAINED OVER TIME**
- 3. BUT.... FUNDAMENTALS MUST BE ADDRESSED --- PFI NOT A PANACEA**
- 4. DIFFUSION BENEFITS – PFI HAS CENTRE-WIDE IMPACTS**
- 5. Balance between focus on individual room and centre-wide change and support**

LESSONS LEARNED ABOUT EFFECTS ON INCLUSION CAPACITY

- 1. THERE IS EVIDENCE OF POSITIVE IMPACTS OF PFI-NS INTERVENTION AND SUPPORT ON**
 - DIRECTORS' AND EDUCATORS' ATTITUDES TOWARDS INCLUSION,**
 - USE OF IPPS**
 - STAFF COMFORT AND CONFIDENCE.**
- 2. IMPROVEMENTS IN THE ENVIRONMENT AND IN TEACHER-CHILD INTERACTIONS BENEFIT ALL CHILDREN AND INCREASE INCLUSION CAPACITY.**



LESSONS LEARNED ABOUT EFFECTS ON INCLUSION CAPACITY

2

- 3. PFI-NS IMPACTS ON INCLUSION COULD BE STRENGTHENED BY MORE FOCUSED EFFORTS AND PLANNING WITH CENTRE DIRECTORS AND STAFF.**
- 4. BUT OTHER ISSUES MUST BE ADDRESSED TOO – ENVIRONMENT, EQUIPMENT, ADDITIONAL TRAINING, STAFFING, AND APPROPRIATE SUPPORT FROM PROFESSIONALS.**



The Bottom Line

- The level or degree of success of a project like this will depend on many things:
 - Commitment
 - Dedication
 - Resources
 - Time and most importantly...
 - Attitude because...



What lies before us and what lies beyond us is tiny compared to what lies within us.

-Oliver Wendell Holmes