



How many are in place in your school?



1 Intentional, Sufficient, and Supported Interactions between Peers with and without Disabilities

- ▶ Demonstrate higher levels of social competence
- ▶ Exhibit better communication skills
- ▶ Learn new skills through imitation



2 Specialized, Individualized Supports

(Because placement in a general ed classroom alone isn't enough!)

- ▶ Assess each child's functional needs
- ▶ Individualize supports to help the child participate fully
- ▶ Be systematic—plan what, how, and when to embed meaningful instructional opportunities



3 Family Involvement

High-quality inclusive schools intentionally encourage family involvement, engagement, and participation.



4 Inclusive, Interdisciplinary Services and Collaborative Teaming

- ▶ Coordinate all the different supports and services students receive
- ▶ Provide regular opportunities for teams and families to meet and collaborate
- ▶ Establish shared goals and instructional plans



5 A Focus on Critical Sociological Outcomes

- ▶ Positive, meaningful social relationships
- ▶ Independent participation in classrooms and communities
- ▶ A sense of belonging



6 Effective, Ongoing Administrative Supports

- ▶ Technical assistance to help administrators and practitioners learn best practices
- ▶ Policies and infrastructure that supports use of evidence-based practice
- ▶ Ongoing professional development and coaching



7 Ongoing Program Evaluation

Evaluation efforts should be:

- ▶ Sustainable
- ▶ Linked directly to the program philosophy, goals, and curricula
- ▶ Informed by input from families and practitioners



Adapted from *The Preschool Inclusion Toolbox: How to Build and Lead a High-Quality Program*, by Erin E. Barton, Ph.D., BCBA-D, & Barbara J. Smith, Ph.D., with invited contributors

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