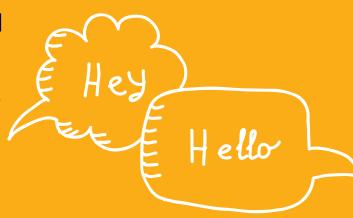


- Intentional, Sufficient, and Supported Interactions between Peers with and without Disabilities
  - Demonstrate higher levels of social competence
  - Exhibit better communication skills
  - Learn new skills through imitation



- 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.



- 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



- 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



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* 

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