

Question: How have states merged OSEP requirements into early childhood assessment systems?

Response: (from participant) In Nebraska we have had Marilyn Friend as a presenter for school age programs regarding inclusionary practice for many years. We are now adding a component for prek inclusionary practice and will be specific to these documents to support prek staff as a part of the overall school team for success for all students. We are also meeting as a prek team at the state level to work toward our inclusion in the state's RtI overall system.

(from presenter) We talked a bit about RTI, and I believe the DEC paper's assessment and curriculum recommendations are potentially useful in thinking about RTI within early childhood programs. Although RTI is not specifically discussed in the NAEYC or DEC papers, the emphasis on differentiated instruction/individualized teaching/developmentally appropriate practice is consistent with the RTI approach (when RTI is implemented in developmentally appropriate ways.)

Question: Which other groups are getting this information and how else is it being promoted in the field of early childhood, within the related services disciplines and general ed communities? Thanks

Response: We have presented at NAEYC and DEC conferences and have gotten word out through these organizations' communications systems. The documents are available through DEC, NAEYC, and NAECS-SDE web sites. We welcome further suggestions for dissemination outlets.

Question: are there training resources available to support implementation of this document?

Response: Not yet, but what a great idea! We will bring this idea to the DEC Executive Board through the Member-at-Large, Jim Lesko. Perhaps there may be "toolkits" or training modules developed for this purpose.

Question: What work is being done to include this information in voluntary quality rating systems in early care and education settings?

Response: It is critically important that states developing QRIS system consider the needs of young children with disabilities. One current initiative in this area is through the National Professional Development Center on Inclusion (NPDCI). NPDCI has developed a paper entitled, "Why Program Quality Matters for Early Childhood Inclusion: Recommendations for Professional Development," which examines how we link quality rating processes to children with disabilities. In addition, there are a number of states who have begun looking at how to better integrate the needs of children with disabilities more explicitly in their QRIS systems such as De, OH, and PA).

Question: [this was a comment in response to question about whether the resources were having an impact in the higher education system—within general EC teacher education as well as EC special education] I took Assessments in Early Childhood at UK this semester and we read and discussed the NAEYC position statement, the DEC statement as well as articles on RTI.

Response: Thanks- that's great :)

Question: Again, sorry, my pen wasn't ready.....can we access the Connect material.....if so, how?

Response: On the FPG/CONNECT web site: <http://community.fpg.unc.edu/connect>. The materials are not ready yet, but will be available soon.