**Supporting Inclusive Practices: Professional Development Resources**

Part 1: Description of Resources in the Compilation

The materials in this compilation focus on resources that can be used to prepare personnel to serve young children with disabilities in settings with their typically developing peers, which is a requirement of the Individuals with Disabilities Education Act (IDEA).[[1]](#footnote-1) These resources from federally funded programs, national organizations and States are intended to be used by personnel in State agencies, training and technical assistance systems, institutions of higher education, as well as by local program administrators and staff.

**National Centers with Resources To Support Professional Development Planning in Support of INCLUSION**

[Center on the Social and Emotional Foundations for Early Learning (CSEFEL)](http://csefel.vanderbilt.edu/) focuses on promoting social emotional development and school readiness. The website contains [training modules](http://csefel.vanderbilt.edu/resources/training_modules.html), [training kits](http://csefel.vanderbilt.edu/resources/training_kits.html), [videos](http://csefel.vanderbilt.edu/resources/videos.html), [practical strategies](http://csefel.vanderbilt.edu/resources/research.html), and [research syntheses.](http://csefel.vanderbilt.edu/resources/research.html)

[CONNECT: The Center to Mobilize Early Childhood Learning](http://fpg.unc.edu/node/2848) Knowledge developed [modules](http://community.fpg.unc.edu/connect-modules/) that are practice-focused instructional resources for faculty and other professional development providers. They are designed to build practitioners’ abilities to make evidence-based decisions.

[The Early Childhood Personnel Center (ECPC)](http://www.ecpcta.org/) facilitates the implementation of integrated and comprehensive systems of personnel development (CSPD) in early childhood, for all personnel serving infants and young disabilities. Resources include [a map of States’ standards](http://ecpcta.org/personnel_standards/) and [quality Indicators for a personnel/workforce system.](http://www.ecpcta.org/cspd/)

[Early Childhood TA Center](http://ectacenter.org/) (ECTA) provides a variety of national and State resources on [inclusion](http://ectacenter.org/topics/inclusion/default.asp), Least Restrictive Environments (LRE), and [Natural Environments](http://ectacenter.org/topics/eiservices/eiservices.asp). The center developed a compilation of [Quality Indicators of Inclusive Programs/Practices: A Compilation of Selected Resources](http://ectacenter.org/pubs/pubdetails.asp?pubsid=101).

[Head Start Center for Inclusion](http://depts.washington.edu/hscenter/abstract-mission-goals) created resources to assist personnel in Head Start programs to include children with disabilities. The website contains detailed [training modules](http://depts.washington.edu/hscenter/modules-overview#training). [PowerPoint presentations](http://depts.washington.edu/hscenter/modules-overview), [video clips](http://depts.washington.edu/hscenter/modules-overview), and additional training resources such as worksheets and group activities.

[Head Start Early Learning and Knowledge Center](https://eclkc.ohs.acf.hhs.gov/hslc) (ECLKC) serves as a portal to all Head Start and Early Head Start funded national centers, training resources, and regulatory requirements.

[Head Start National Center for Quality Teaching and Learning](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching) provides resources on instruction, transition to kindergarten, and [teacher development](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/development) and a model for [practice-based coaching](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/development/coaching.html).

[Iris Center](http://iris.peabody.vanderbilt.edu/) provides a variety of instructional [modules on Inclusion](http://iris.peabody.vanderbilt.edu/module/rs/) and early intervention/early childhood, video vignettes, and activities including resources on [accommodations](http://iris.peabody.vanderbilt.edu/iris-resource-locator/?term=early-intervention-early-childhood), working with families, transition to preschool and [Research Summaries](http://iris.peabody.vanderbilt.edu/ebp_summaries/).

[National Professional Development Center for Inclusion (NPDCI)](http://npdci.fpg.unc.edu/) developed [landing pads with evidence-based practices](http://npdci.fpg.unc.edu/resources/quality-inclusive-practices-resources-and-landing-pads) around Access, Participation, and Supports. [Tools](http://npdci.fpg.unc.edu/resources/planning-and-facilitation-tools/the-landscape) were developed to assist States and communities design cross-sector systems of professional development:

[Planning Matrix for Early Childhood Professional Development](http://npdci.fpg.unc.edu/resources/planning-matrix-early-childhood-professional-development) can be used as part of a statewide planning process to gather information from representatives of early childhood agencies and initiatives regarding professional development efforts.

[The Landscape: A Statewide Survey for Providers of Professional Development in Early Childhood](http://npdci.fpg.unc.edu/resources/planning-and-facilitation-tools/files/NPDCI-Landscape-survey-June2011) is designed to help State agency administrators gather information about early childhood professional development activities across various sectors in a state.

[National Center on Child Care Professional Development Systems and Workforce Initiatives](https://childcareta.acf.hhs.gov/professional-development-systems-and-workforce-initiatives), (PDW Center) worked with Child Care and Development Fund grantees, Head Start/Early Head Start leaders, and their partners to design and implement professional development systems that align with other early childhood quality improvement efforts. The center developed the following professional development and technical assistance planning guides:

[Core Knowledge and Competencies Planning and Implementation Guide](https://childcareta.acf.hhs.gov/sites/default/files/20130509_rev_pdwcenter_ckc_considerations508_0.pdf)

This resource is a planning and implementation guide for developing, revising, and implementing core knowledge and competencies. The guide describes an aligned State and Territory professional development system.

[Distance Learning Planning and Implementation Guide](https://childcareta.acf.hhs.gov/resource/distance-learning-planning-and-implementation-guide-0)

This resource is a planning and implementation guide for use in developing and strengthening distance learning options as part of an aligned professional development system.

[Technical Assistance Planning and Implementation Guide](https://childcareta.acf.hhs.gov/resource/technical-assistance-planning-and-implementation-guide)

This resource is a planning and implementation guide for developing and strengthening technical assistance supports.

SpecialQuest was originally funded by the Office of Head Start and maintains a multi-media training [library on inclusion and professional development resources.](http://ncoe.pointinspace.com/trainingmaterials/)

[The Pyramid Model Consortium](http://www.pyramidmodel.org/) is a nonprofit created to continue the Pyramid Model work after federal funding for the Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) and the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) ended. The consortium provides a variety of training and TA resources.

[Technical Assistance Center on Social Emotional Intervention for Young Children](http://challengingbehavior.fmhi.usf.edu/) (TACSEI) uses evidence-based practices for improving the social-emotional outcomes of young children. It has developed a variety of training resources such as [make and take workshops,](http://challengingbehavior.fmhi.usf.edu/communities/make_n_take/make_n_take_home.html) [tools,](http://challengingbehavior.fmhi.usf.edu/do/resources/tools.htm) and materials for implementing the [pyramid model](http://challengingbehavior.fmhi.usf.edu/do/pyramid_model.htm).

**Professional Associations and Organizations With Resources To Support Inclusion**

[Division for Early Childhood](http://www.dec-sped.org/) (DEC)’s [Inclusive Programs and Practices Special Interest Group](http://www.dec-sped.org/inclusion) (SIG) was created to increase the number and quality of early education, intervention, and community programs that include young children with disabilities, including those with needs for more significant support.

[Early Childhood Inclusion: Joint NAEYC and DEC Position Statement](http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf) from the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)

[National Association for the Education of Young Children](http://www.naeyc.org/) (NAEYC) [Early Childhood Workforce Systems Initiative](http://www.naeyc.org/policy/ecwsi)(ECWSI)assists states in developing, enhancing, and implementing policies for an integrated early childhood professional development system. *[Strategic Directions: Technical Assistance Professionals in State Early Childhood Professional Development Systems](http://www.naeyc.org/files/naeyc/StrategicDirections_TAPs.pdf" \t "_blank)*(2012) examines the growing field of professional coaches, mentors, and consultants working with early childhood programs.

**State Resources to Support Inclusion**

***Special Initiatives and Training and Technical Assistance Resources***

**California**

[Beginning Together](http://cainclusion.org/bt/index.html) was created in collaboration with the California Department of Education's Early Education & Support Division and the WestEd Center for Child and Family Studies as an inclusion support to the [Program for Infant/Toddler Care [External website will open in new window](http://www.pitc.org/)](http://www.pitc.org/" \t "_blank)(PITC). The project conducts a ["training of trainers" institute](http://cainclusion.org/bt/institute.html), and [provides regional outreach activities, written materials, and support to institute graduates.](http://cainclusion.org/bt/index.html)

[M.A.P. to Inclusion and Belonging – Making Access Happen](http://cainclusion.org/camap/index.html) is administered by WestEd and funded by the California Department of Education's Early Education & Support Division with a portion of the Federal Child Care Development Fund Quality Improvement Allocation. The project supports the inclusion of children with disabilities and other special needs ages birth to 21 in child care, after school, and community settings. The website contains child care [training](http://cainclusion.org/camap/trainingppts.html) resources, a [video collection](http://cainclusion.org/camap/videos.html), and links to a [local strategic planning initiative](http://cainclusion.org/camap/tok.html).

The California [Inclusion and Behavior Consultation (CIBC)](http://www.cibc-ca.org/) is coordinated by WestEd and funded by the Early Education and Support Division of the California Department of Education. The CIBC Network is designed to respond to requests for technical assistance and provide on-site [consultation services](https://www.cibc-ca.org/consultants/corner/practice/) to staff in early care and education programs. [Videos](https://www.cibc-ca.org/resources/inclusiondisability/id-videos/) and written resources are available.

[Seeds of Partnership: Family Engagement and Professional Development](http://www.seedsofpartnership.org/) in Special Education is funded by the Special Education Division of the California Department of Education. The project supports family engagement, monitoring requirements and professional development activities aligned with the State Systemic Improvement Plan and Results Driven Accountability initiatives.

The [Desired Results *access* Project](http://www.draccess.org/index.html) supports special educators, administrators, and families in implementing the California Department of Education’s Desired Results Assessment System for infants and toddlers with Individualized Family Service Plans (IFSPs) who are reported in the CASEMIS system and all preschool-age children not enrolled in transitional kindergarten or kindergarten who have Individualized Education Programs (IEPs). The project has training [modules](http://www.draccess.org/prodevelopment/learningmodules/), [webinar materials](http://www.draccess.org/prodevelopment/recordedwebinars/) and a [video library](http://www.draccess.org/videolibrary/).

The [Inclusion Collaborative](http://www.sccoe.org/depts/students/inclusion-collaborative/Pages/default.aspx) focuses on the successful inclusion of children with special needs in child care, preschool programs and the community. The collaborative provides [Education Preparation for Inclusive Classrooms](http://www.sccoe.org/depts/students/inclusion-collaborative/EPIC/Forms/AllItems.aspx), a [video collection](http://www.sccoe.org/depts/students/inclusion-collaborative/Pages/default.aspx), and an [Inclusion Support Warm Line and on-site Inclusion Coach support.](http://www.sccoe.org/depts/students/inclusion-collaborative/Pages/warmline.aspx)

**Colorado**

As part of its Online Course Resources, the Colorado Department of Education has a [video collection](http://www.cde.state.co.us/early/onlinecresources) with vignettes that support preschool inclusion. [Webinar resources](http://www.cde.state.co.us/early/presped-trainingsnevents) and training modules are offered.

As part of their Race to the Top – Early Learning Challenge Grant, the Colorado Department of Human Services’ Office of Early Childhood and the Colorado Department of Education offer [scholarships](http://www.cde.state.co.us/early/earlychildhoodscholarshipscommunitycolleges) for students in State community colleges interested in teaching young children.

**Delaware**

Delaware [MAPS](http://www.dhss.delaware.gov/dms/epqc/birth3/files/de_maps_inclusion.pdf) (Meaningful Access Participation &Supports) is a component of Delaware’s Early Childhood Inclusion Toolkit and is a project of the State of Delaware Expanding Inclusive Early Intervention Opportunities (EIEIO)Workgroup. The tool kit also includes a [Guide to Promoting Inclusion in Early Childhood Programs](http://www.dhss.delaware.gov/dms/epqc/birth3/files/guidetoinclusion2013.pdf) (2013) which describes quality inclusive environments for children.

**Florida**

The Florida [Training and Technical Assistance System (TATS)](http://www.tats.ucf.edu/) is a statewide project funded by the Department of Education, Bureau of Exceptional Education and Student Services, which provides technical assistance to programs serving prekindergarten children with disabilities. The project’s website contains information on [Inclusion/Continuum of Supports](http://www.tats.ucf.edu/areas.cfm?id=4), as well as [videos](http://www.tats.ucf.edu/videos.cfm?id=4), [webinars](http://www.tats.ucf.edu/webinar.cfm?id=4), and [podcast](http://www.tats.ucf.edu/podcasts.cfm?id=4) resources for literacy and dual language learners. TATS provides a [community of practice](http://www.tats.ucf.edu/areas.cfm?id=4) and [site-based consultation](http://www.tats.ucf.edu/regions.cfm?id=0).

The Florida Expanding Opportunities for Early Childhood Inclusion Initiative in collaboration with the Central Directory created a tool kit called [Count Me In](http://www.centraldirectory.org/uploads/ACF2014.pdf).

The [Florida Inclusion Network (FIN)](http://www.floridainclusionnetwork.com/about-us/) collaborates with all districts and schools to provide customized services and supports to students with disabilities. [Best Practices for Inclusive Education (BPIE)](http://www.floridainclusionnetwork.com/wp-content/uploads/2014/07/BPIE_District-Level_Rev_7-21-14.docx" \t "_blank) is a district-level self-assessment tool and process to identify and prioritize areas of need for inclusive practices that enable all students with disabilities to achieve their highest potential.

**Idaho**

[Idaho Stars](http://www.idahostars.org/?q=Inclusion) is a voluntary program that provides training based on national quality standards to child care programs. [Online courses](http://idahostars.org/?q=distance-learning) on effective communication and collaborative practices with professionals and families and building partnerships with families are offered. The professional development system offers [incentives](http://idahostars.org/?q=recognition) and [scholarships](http://idahostars.org/?q=scholarships) as well as site-based coaching strategies. [Special Needs](http://idahostars.org/sites/default/files/documents/training/TenCoreKnowledgeComponents_03-2014.pdf) is one of their ten key knowledge components.

**Maine**

The [Early Childhood Settings Inclusion Toolkit](http://umaine.edu/expandinclusiveopp/ec-settings-inclusion-toolkit/) developed by the Maine’s [Expanding Inclusive Opportunities (MEIO) Initiative](http://umaine.edu/expandinclusiveopp/ec-settings-inclusion-toolkit/), provides videos on [inclusion](http://umaine.edu/expandinclusiveopp/what-is-inclusion/) and [universal design](http://umaine.edu/expandinclusiveopp/what-is-inclusion/). A [checklist](file:///C:\Users\jdanaher\AppData\Local\Temp\Moving%20Toward%20Americans%20with%20Disabilities%20Act%20Compliance:%20A%20Checklist%20and%20Guide%20for%20Privately%20Operated%20Child%20Care%20Programs%20(PDF)) for compliance with the Americans with Disabilities Act and [considerations](http://umaine.edu/expandinclusiveopp/inclusion-look/) for reviewing program practices.

**Maryland**

[Making Access Happen](http://marylandlearninglinks.org/363438#resource_678484) is a project of the Maryland State Department of Education and the Johns Hopkins University School of Education. A [webinar](http://makingaccesshappen.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=f2cf41bf-0c9e-426b-962c-44fe6e17fe78&tid=cf26682f-dd17-4419-a0c9-f9bd6d64bdf6) describing the project is available. It is designed to increase the participation of three to five year old children with disabilities in public and private community-based early care and education programs by providing teachers and service providers with job embedded professional learning opportunities through a reflective [coaching model and mentoring](http://marylandlearninglinks.org/992), a [Reflective Coaching and Collaboration Checklist](http://marylandlearninglinks.org/382216), [communities of practice](http://marylandlearninglinks.org/213505), and [online modules](http://olms.cte.jhu.edu/olms2/3822). Mini grants to districts are available through incentives

The [Maryland Social Emotional Foundations for Early Learning MD (SEFEL)](https://theinstitute.umaryland.edu/sefel/index.cfm) initiative represents a partnership between the University of Maryland and the Maryland State Department of Education. The project features [resources for coaching](https://theinstitute.umaryland.edu/sefel/trainers-coaches/index.cfm) and [training modules](https://theinstitute.umaryland.edu/onlineTraining/programCategory.cfm?ottype_id=15).

**Minnesota**

The [Center for Inclusive Child Care](http://www.inclusivechildcare.org/c_about.cfm) is a centralized, comprehensive resource network supporting inclusive care for children in community settings. The center provides [inclusion coaching and consultation](http://www.inclusivechildcare.org/c_inclusion.cfm) services, [online modules, and tool kits](http://www.inclusivechildcare.org/c_learning.cfm).

[Reaching Potential Through Recommended Practices (RP2)](http://ectacenter.org/implement_ebp/implement_ebp.asp) is an intensive technical assistance initiative offered by the [ECTA Center](http://ectacenter.org/). The initiative is designed to implement, sustain and scale up the use of selected DEC Recommended Practices that are aligned with improving child engagement.

[Minnesota Centers of Excellence for Young Children with Disabilities](http://mncoe.org/home/) supports a regionalized approach to the professional development system in Minnesota. Each region is coordinated by a Regional ECSE Professional Development Facilitator responsible for coordinating professional development activities. The center offers an [online course](http://www.cehd.umn.edu/CEED/onlinecourses/beam.html), Bridging Education and Mental Health provides eight modules including a module on Environments and Experiences that Enhance Children's Development. Additional [online courses and E-modules](http://mncoe.org/documents/category/e-modules-minnesota) are available.

[Center for Early Education and Development](http://www.cehd.umn.edu/CEED/) (CEED) offers a variety of [online courses](http://www.cehd.umn.edu/CEED/onlinecourses/default.html) including a course on [Working with Parents of Young Children: Considerations for Special Populations](http://www.cehd.umn.edu/CEED/onlinecourses/workingwithparents.html).

**New Hampshire**

The Preschool Technical Assistance Network (PTAN) is a statewide technical assistance and support network that receives funding from Bureau of Special Education, the Child Development Bureau, and school districts. The [PTAN Child Care Inclusion Project](http://ptan.seresc.net/blog/inclusive-child-care/ptan-childhood-inclusion-project/) provides [consultation, training, and technical assistance](http://ptan.seresc.net/blog/inclusive-child-care/ptan-childhood-inclusion-project/). [PTAN Partnerships for Preschool Inclusion: Self-Evaluation Tool](http://ptan.seresc.net/blog/wp-content/uploads/2010/02/SelfEvalTool.pdf) provides a framework for discussion that promotes partnerships and teaming.

**North Carolina**

The [North Carolina Early Learning Network](http://nceln.fpg.unc.edu/) (NC-ELN) Inclusion Initiative, funded by the Department of Public instruction, has developed a variety of [inclusion resources and planning tools](http://nceln.fpg.unc.edu/inclusionresources), including a [planning guide](http://nceln.fpg.unc.edu/inclusionresources), [training modules](http://modules.nceln.fpg.unc.edu/) and a [self-assessment](http://ptan.seresc.net/blog/wp-content/uploads/2010/02/SelfEvalTool.pdf) to facilitate the development of comprehensive community plans and agreements to encourage school districts to work within their communities to expand inclusive placement opportunities. Job embedded [professional development and technical assistance](http://nceln.fpg.unc.edu/resources-and-technical-assistance) is offered.

**Utah**

The [Child Care Professional Development Institute](http://ccpdi.usu.edu/) at Utah State University offers recognition through an [All Means All Inclusion Award](http://ccpdi.usu.edu/htm/all-means-all-award) for licensed centers and family child care programs that have completed a Special Needs Endorsement. Awardees must provide information about how they support inclusion and have achieved at least two of specified criteria regarding inclusive practices.

**Virginia**

The [Virginia Intervention Professional Development Center](http://www.veipd.org/main/index.html) provides an online module (called [Journey to Inclusion](http://www.veipd.org/elearning/)), [videos](http://www.veipd.org/main/videos.html), and a [resource landing pad](http://www.veipd.org/main/html/landingpads/inclusion_landingpad.html). The Virginia Cross Sector Professional Development Team [website](http://www.vcpd.net/) provides information for teaching all students together and supporting Professional Development providers.

***Specialized Certification, Credentialing, and Competencies***

**Delaware**

An [Inclusion Certificate](http://www.dieec.udel.edu/sites/dieec.udel.edu/files/pdfs/early_childhood_professionals/InclusionCredentialInformationFlyer%205-9.pdf) is offered to early childhood professionals by the Delaware Department of Education, in collaboration with the Delaware Institute for Excellence in Early Childhood.

**Florida**

[Florida's Targeted Competencies for Specialists Supporting Inclusion](http://ectacenter.org/~pdfs/calls/2012/pd/fl_targeted_competencies_draft.pdf) was developed by the Florida Expanding Opportunities for Early Childhood Inclusion Team to ensure that specialists who support children from birth through age 5 with disabilities and their families within and across early childhood program sectors have the necessary knowledge, skills, and dispositions.

**Oregon**

The [Core Body of Knowledge for Oregon’s Childhood Care and Education Profession](http://www.pdx.edu/occd/sites/www.pdx.edu.occd/files/Core%20Body%20of%20Knowledge%20-%20English.pdf) includes a section on inclusion on pages 43-45.

**Rhode Island**

[Rhode Island’s Workforce Knowledge and Competencies for Early Childhood Teachers and Early Intervention/Early Childhood Special Educators](http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Early-Childhood/Workforce/WKC_FINAL_TEACHERS_EI_SPED.pdf) articulates the essential skills and knowledge for educators by defining how to promote young children's healthy development and learning.

[Rhode Island Workforce Knowledge and Competencies for Early Childhood Teacher Assistants](https://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Early-Childhood/Workforce/WKC_FINAL_TA.pdf) articulates the essential skills and knowledge that teacher assistants who work with young children need to know, understand, and be able to do to promote young children's healthy development and learning.

[Rhode Island Early Learning and Development Standards](http://earlylearningri.org/sites/default/files/images/2013%20Early%20Learning%20and%20Development%20Standards-%20Final.pdf) articulate the shared expectations for what young children should know and be able to do, and provide a common language for measuring progress towards achieving specific learning goals.

***Planning Tools and Self-Assessments***

**New Hampshire**

[PTAN Partnerships for Preschool Inclusion: Self-Evaluation Tool](http://ectacenter.org/~pdfs/calls/2009/sec619/nh_self_eval_tool.pdf) is a self-evaluation tool that is designed to provide a framework for discussion that promotes partnerships to benefit young children with special needs and their families.

**North Carolina**

The [North Carolina Early Learning Network](http://nceln.fpg.unc.edu/) (NC-ELN) Inclusion Initiative, funded by the Department of Public instruction, has developed a variety of [inclusion resources and planning tools](http://nceln.fpg.unc.edu/inclusionresources) including the [North Carolina Preschool Inclusion Initiative: Self-Assessment Tool](http://nceln.fpg.unc.edu/sites/nceln.fpg.unc.edu/files/resources/NC_Preschool_Self_Assessment_tool.pdf), which provides a framework for discussion that promotes partnerships.

**Pennsylvania**

[Pennsylvania Preschool Inclusion: Self-evaluation Tool](http://ectacenter.org/~pdfs/topics/inclusion/PAPreschoolInclusionSelf_EvaluationFinal_7_13.pdf) is a self-evaluation tool that is designed to provide a framework for discussion that promotes partnerships to benefit young children with special needs and their families.

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This is Part 1 of a three part series and is available from:

<http://ectacenter.org/~docs/topics/inclusion/sip-pdr_01_description.docx>

See also:

[Part 2: Matrix of Resources from Projects and National Associations](http://ectacenter.org/~docs/topics/inclusion/sip-pdr_02_matrix_projects.docx)

[Part 3: Matrix of Resources Developed by Individual States](http://ectacenter.org/~docs/topics/inclusion/sip-pdr_03_matrix.docx)

1. IDEA requires that to the maximum extent appropriate, States provide special education and related services to 3- to 5-year-old children with disabilities in the least restrictive environment (LRE) and early intervention services for infants and toddlers with disabilities and their families in natural environments, or settings where infants and toddlers and their families typically are. Other legislative supports include Section 504 of The Rehabilitation Act of 1973, the Americans with Disabilities (ADA), and the Head Start Acts (<http://ectacenter.org/topics/inclusion/legis/fedlegisl.asp>). The degree of inclusion of children with disabilities in regular early childhood settings varies across the states (<http://ectacenter.org/~pdfs/sec619/part-b_sppapr_14.pdf> - see page 53). [↑](#footnote-ref-1)