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| **Awareness and Rationale** |
| **Resource** | **Format** | **Description** | **Audience** |
| [Creating Connections to Shining Stars Conference](http://www.vcpd.net/) | Virginia Early Childhood Special Education and Early Intervention conference | This is a collaborative birth to five early childhood conference that includes sessions focused on promoting and supporting the implementation of evidence-based practices in inclusive settings for infants, toddlers, and young children both with and without disabilities.  | Early childhood special education and general education teachers, early interventionists, related service providers, child care providers, preschool providers, and administrators. |
| [National Inclusion Institute](https://inclusioninstitute.fpg.unc.edu/2019-early-childhood-inclusion-institute) | Annual Institute held in Chapel Hill, North Carolina.  | The National Early Childhood Inclusion Institute is one of the premier educational opportunities for anyone involved in the care and education of young children with special needs in inclusive settings. | Preschool administrators, general and special education teachers, child care providers, preschool providers, related service providers, and families. |
| [Preschool Inclusion Toolbox](https://products.brookespublishing.com/The-Preschool-Inclusion-Toolbox-P834.aspx) | Book | The purpose of this book is to help preschool administrators achieve the appropriate educational placement of young children with disabilities in inclusive preschool settings. It provides a toolbox of problem-solving tips, evidence-based practices, and practical checklists and handouts.  | Administrators |
| [Quality Inclusive Practices: Resources and Landing Pads](http://npdci.fpg.unc.edu/resources/quality-inclusive-practices-resources-and-landing-pads) | Website with tools and educational resources  | The website provides links to resources to support inclusion and was created by the National Professional Development Center on Inclusion (NPDCI). Topics include early childhood inclusion, evidence based practices, professional development, measures regarding the quality of inclusion, work completed in various states, and tools for planning cross-sector early childhood professional development. Links provide a great deal of information and additional sources of information. Website also has a link to blogs, and discussions about early childhood professional development and work around inclusion in different states. | Administrators, general and special education teachers, child care providers, preschool providers, related service providers, and families. |
| Virginia Quality Module on Inclusion - For information and access to this module contact qris@vecf.org | Online professional development module  | This 2018 guidance document from the Virginia Department of Education supports local school divisions and communities in moving toward inclusive practices. It includes a definition of early childhood inclusion and brief summaries of the benefits of inclusion, legal support, contexts and models, financing, and accountability. | Virginia Quality program directors and teachers. It may also be appropriate for administrators, teachers, child care providers, preschool providers, and families.  |

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| **Evaluation of Inclusive Programs** |
| **Resource** | **Format** | **Description** | **Audience** |
| [National Inclusion Institute](https://inclusioninstitute.fpg.unc.edu/2019-early-childhood-inclusion-institute) | Annual Institute held in Chapel Hill, North Carolina.  | The National Early Childhood Inclusion Institute is one of the premier educational opportunities for anyone involved in the care and education of young children with special needs in inclusive settings. | Preschool administrators, general and special education teachers, child care providers, preschool providers, related service providers, and families. |
| [National Inclusion Institute](https://inclusioninstitute.fpg.unc.edu/2019-early-childhood-inclusion-institute) | Annual Institute held in Chapel Hill, North Carolina.  | The National Early Childhood Inclusion Institute is one of the premier educational opportunities for anyone involved in the care and education of young children with special needs in inclusive settings. | Preschool administrators, general and special education teachers, child care providers, preschool providers, related service providers, and families. |
| [Virginia Commonwealth University Autism Center for Excellence](https://vcuautismcenter.org/)  | Website; Online Professional development webcasts, courses, and videos; Educational Resource. | VCU-ACE is a university-based technical assistance, professional development, and educational research center for Autism Spectrum Disorder. The website provides a Training and Education page designed to increase understanding of autism spectrum disorder, supports, and interventions.  | Administrators, early childhood special education and general education teachers, early interventionists, related service providers, child care providers, preschool providers, and families. |
| **High Quality Practices** |
| **Resource** | **Format** | **Description** | **Audience** |
| [Creating Connections to Shining Stars Conference](http://www.vcpd.net/) | Virginia Early Childhood Special Education and Early Intervention conference | This is a collaborative birth to five early childhood conference that includes sessions focused on promoting and supporting the implementation of evidence-based practices in inclusive settings for infants, toddlers, and young children both with and without disabilities.  | Early childhood special education and general education teachers, early interventionists, related service providers, child care providers, preschool providers, and administrators. |
| [Division for Early Childhood (DEC) Recommended Practices](https://www.dec-sped.org/dec-recommended-practices) | Website with downloadable resources, glossary, embedded examples, and videos | The DEC Recommended Practices bridge the gap between research and practice and provides guidance on the most effective ways to improve learning outcomes and promote the development of young children, birth to five who are at risk for developmental delays across a variety of early childhood settings. | Administrators, early childhood special education teachers, related service providers, families, institutes of higher education faculty, and professional development providers. |
| [Division for Early Childhood (DEC) Recommended Practices](https://www.dec-sped.org/dec-recommended-practices) | Website with downloadable resources, glossary, embedded examples, and videos | The DEC Recommended Practices bridge the gap between research and practice and provides guidance on the most effective ways to improve learning outcomes and promote the development of young children, birth to five who are at risk for developmental delays across a variety of early childhood settings. | Administrators, early childhood special education teachers, related service providers, families, institutes of higher education faculty, and professional development providers. |
| [Early Childhood Learning and Knowledge Center (ECLKC)](https://eclkc.ohs.acf.hhs.gov/) | Website | This site includes a wealth of informational resources for teachers, parents, and administrators working in inclusive settings.  | Administrators, general and special education teachers, child care providers, preschool providers, related service providers, and families. |
| [Family-Centered Early Intervention](https://products.brookespublishing.com/Family-Centered-Early-Intervention-P829.aspx) | Book | An introductory book for early interventionists that prepares professionals to support infants and toddlers with special needs and their families from birth through age three | Early interventionists. |
| [Inclusive Classroom Profile (ICP)](https://products.brookespublishing.com/cw_Search.aspx?k=Inclusive+Classroom+Profile) | Classroom assessment | The ICP™ is a comprehensive, field-tested observational tool for classrooms serving children ages 2–5. ICP™ assesses 12 key practices with the strongest research base for supporting the education and development of young children in inclusive programs. Consists of a paper copy manual and scoring guide | Administrators and teachers. |
| [National Inclusion Institute](https://inclusioninstitute.fpg.unc.edu/2019-early-childhood-inclusion-institute) | Annual Institute held in Chapel Hill, North Carolina.  | The National Early Childhood Inclusion Institute is one of the premier educational opportunities for anyone involved in the care and education of young children with special needs in inclusive settings. | Preschool administrators, general and special education teachers, child care providers, preschool providers, related service providers, and families |
| [Quality Inclusive Practices: Resources and Landing Pads](http://npdci.fpg.unc.edu/resources/quality-inclusive-practices-resources-and-landing-pads) | Website with tools and educational resources  | The website provides links to resources to support inclusion and was created by the National Professional Development Center on Inclusion (NPDCI). Topics include early childhood inclusion, evidence based practices, professional development, measures regarding the quality of inclusion, work completed in various states, and tools for planning cross-sector early childhood professional development. Links provide a great deal of information and additional sources of information. Website also has a link to blogs, and discussions about early childhood professional development and work around inclusion in different states. | Administrators, general and special education teachers, child care providers, preschool providers, related service providers, and families |
| [Six Steps to Inclusive Preschool Curriculum](https://products.brookespublishing.com/Six-Steps-to-Inclusive-Preschool-Curriculum-P895.aspx) | Book | This book provides information regarding using your existing curriculum to address each child's unique learning needs by providing practical, evidence-based strategies and guidelines | Preschool administrators, general and special education teachers, child care providers, preschool providers, and related service providers |
| [SpecialQuest Multimedia Training Library](https://eclkc.ohs.acf.hhs.gov/children-disabilities/specialquest/specialquest-multimedia-training-library) | Modules to provide training on early childhood inclusion | The SpecialQuest Multimedia Training Library was designed to strengthen the inclusion of young children with disabilities and their families in program services infants, toddlers, and preschoolers. These modules assist service providers and parents in planning together to increase opportunities for inclusion in their communities.  | Administrators, teachers, and families |
| [Tots-N-Tech](https://www.ctdinstitute.org/tots-n-tech) | Website. | The Center on Technology and Disability provides high quality resources and events on all levels of assistive technology (i.e. library, webinar central and e-learning courses). | Preschool administrators, general and special education teachers, child care providers, preschool providers, and related service providers |
| [Virginia Commonwealth University Autism Center for Excellence](https://vcuautismcenter.org/)  | Website; Online Professional development webcasts, courses, and videos; Educational Resource. | VCU-ACE is a university-based technical assistance, professional development, and educational research center for Autism Spectrum Disorder. The website provides a Training and Education page designed to increase understanding of autism spectrum disorder, supports, and interventions.  | Administrators, early childhood special education and general education teachers, early interventionists, related service providers, child care providers, preschool providers, and families |
| Virginia Commonwealth University Autism Center for Excellence: Project Pass: Preparing for Academic and Social SuccessProject PASS: Preparing for Academic and Social Success | Training and technical assistance program for selected school divisions | Project PASS is a training and technical assistance program provided by VCU-ACE. Training and technical assistance are provided to select school divisions to improve inclusive practices for children with autism spectrum disorder and related disabilities.  | Administrators  |
| [Virginia Infant & Toddler Specialist Network](https://www.youtube.com/watch?v=JS5cKDGFORA&feature=youtu.be)  | Website; Online Professional development webinar. | The Virginia Infant & Toddler Specialist Network provides a webinar titled, *Inclusion: The Program Administrator's Role.* | Program Administrators |
| [Blended Practices for Teaching Young Children in Inclusive Settings, Second Edition](https://products.brookespublishing.com/Blended-Practices-for-Teaching-Young-Children-in-Inclusive-Settings-Second-Edition-P1007.aspx) | Book  | This book provides explicit guidance on developing a successful curriculum framework, working effectively with families and team members on how to tailor instruction to each child’s individual needs.  | Preschool administrators, general and special education teachers, child care providers, preschool providers, and related service providers |
| [CONNECT Modules](http://community.fpg.unc.edu/) | Modules and resources to provide training on early childhood inclusion | This is a series of modules with instructor supports that include videos, activities, handouts, and case studies following a 5-step learning cycle. The Embedded Interventions Module provides strategies for promoting participation in inclusive settings and also provides a Foundation for Inclusion Training Curriculum.   | Administrators, higher education faculty, professional development providers, teachers, child care providers, and preschool providers. |
| [Early Childhood Technical Assistance Center](https://ectacenter.org/topics/inclusion/) | National technical assistance center website and resources | This website provides webinars, resources, and tools to support inclusive practices; identifies provisions in IDEA for inclusion; provides guidance for states to support inclusive practices and programs; and provides information related to early childhood inclusion  | State and local administrators |
| [Early Childhood Technical Assistance Center](https://ectacenter.org/topics/inclusion/) | National technical assistance center website and resources | This website provides webinars, resources, and tools to support inclusive practices; identifies provisions in IDEA for inclusion; provides guidance for states to support inclusive practices and programs; and provides information related to early childhood inclusion  | State and local administrators |
| [Early Childhood Technical Assistance Center (ECTA) Early Childhood Inclusion Indicators](https://ectacenter.org/topics/inclusion/indicators.asp) | National technical assistance center website and resources | The Early Childhood TA Center in conjunction with the National Center for Pyramid Model Innovations provides indicators for the state, local, and classroom levels to support state and local program leaders to examine and implement strategies that strengthen capacity to provide high quality inclusive options in their communities | State and local administrators |
| [IRIS Center; IRIS Resource Center](https://iris.peabody.vanderbilt.edu/module/inc/) | Online professional development, materials, and resources | The IRIS website provides interactive and informative resources that consist of learning modules, professional development group activities (e.g., Adapting environments for children with disabilities), resources such as Universal Design for Learning in EC Inclusive Classrooms, video vignettes, and micro credentials | Administrators, higher education faculty, professional development providers, and teachers |
| **System Level Supports** |
| **Resource** | **Format** | **Description** | **Audience** |
| [Early Childhood Technical Assistance Center](https://ectacenter.org/topics/inclusion/) | National technical assistance center website and resources | This website provides webinars, resources, and tools to support inclusive practices; identifies provisions in IDEA for inclusion; provides guidance for states to support inclusive practices and programs; and provides information related to early childhood inclusion  | State and local administrators |
| [Early Childhood Technical Assistance Center (ECTA) Early Childhood Inclusion Indicators](https://ectacenter.org/topics/inclusion/indicators.asp) | National technical assistance center website and resources | The Early Childhood TA Center in conjunction with the National Center for Pyramid Model Innovations provides indicators for the state, local, and classroom levels to support state and local program leaders to examine and implement strategies that strengthen capacity to provide high quality inclusive options in their communities | State and local administrators |
| [Early Childhood Technical Assistance Center Preschool Inclusion Finance Toolkit](https://ectacenter.org/~pdfs/topics/inclusion/preschool_inclusion_finance_toolkit_2018.pdf) | National technical assistance document | This document outlines strategies and guidance on collaborative funding strategies and mechanisms. Includes guidance on braided funding, to create and sustain high-quality inclusive general education early childhood settings that are inclusive of preschool children with disabilities. | Administrators |
| [Family-Centered Early Intervention](https://products.brookespublishing.com/Family-Centered-Early-Intervention-P829.aspx) | Book | An introductory book for early interventionists that prepares professionals to support infants and toddlers with special needs and their families from birth through age three | Early interventionists |
| [First Steps to Preschool Inclusion](https://products.brookespublishing.com/First-Steps-to-Preschool-Inclusion-P762.aspx) | Book | This introductory guide gathers everything you need to know to launch a successful inclusive early childhood program | Administrators |
| [National Inclusion Institute](https://inclusioninstitute.fpg.unc.edu/2019-early-childhood-inclusion-institute) | Annual Institute held in Chapel Hill, North Carolina.  | The National Early Childhood Inclusion Institute is one of the premier educational opportunities for anyone involved in the care and education of young children with special needs in inclusive settings. | Preschool administrators, general and special education teachers, child care providers, preschool providers, related service providers, and families |
| [Preschool Inclusion Toolbox](https://products.brookespublishing.com/The-Preschool-Inclusion-Toolbox-P834.aspx) | Book | The purpose of this book is to help preschool administrators achieve the appropriate educational placement of young children with disabilities in inclusive preschool settings. It provides a toolbox of problem-solving tips, evidence-based practices, and practical checklists and handouts.  | Administrators |
| [Quality Inclusive Practices: Resources and Landing Pads](http://npdci.fpg.unc.edu/resources/quality-inclusive-practices-resources-and-landing-pads) | Website with tools and educational resources  | The website provides links to resources to support inclusion and was created by the National Professional Development Center on Inclusion (NPDCI). Topics include early childhood inclusion, evidence based practices, professional development, measures regarding the quality of inclusion, work completed in various states, and tools for planning cross-sector early childhood professional development. Links provide a great deal of information and additional sources of information. Website also has a link to blogs, and discussions about early childhood professional development and work around inclusion in different states. | Administrators, general and special education teachers, child care providers, preschool providers, related service providers, and families. |
| [Six Steps to Inclusive Preschool Curriculum](https://products.brookespublishing.com/Six-Steps-to-Inclusive-Preschool-Curriculum-P895.aspx) | Book | This book provides information regarding using your existing curriculum to address each child's unique learning needs by providing practical, evidence-based strategies and guidelines. | Preschool administrators, general and special education teachers, child care providers, preschool providers, and related service providers |
| Virginia Commonwealth University Autism Center for Excellence: Project Pass: Preparing for Academic and Social SuccessProject PASS: Preparing for Academic and Social Success | Training and technical assistance program for selected school divisions | Project PASS is a training and technical assistance program provided by VCU-ACE. Training and technical assistance are provided to select school divisions to improve inclusive practices for children with autism spectrum disorder and related disabilities.  | Administrators  |
| [Virginia Department of Education Inclusive Practices Website](http://doe.virginia.gov/early-childhood/curriculum/inclusion/index.shtml)  | Website with educational resources | The VDOE website provides state and federal level policy and guidance regarding inclusion in early childhood for children with Individualized Education Programs (IEPs).  | Administrators |
| [Virginia Guidelines for Early Childhood Inclusion (April, 2018). For information and access to this module, contact qris@vecf.org](http://www.doe.virginia.gov/early-childhood/curriculum/inclusion/early-childhood-inclusion-guid.pdf) | Includes additional course materials and resources  | This 2018 guidance document from the Virginia Department of Education supports local school divisions and communities in moving toward inclusive practices. It includes a definition of early childhood inclusion and brief summaries of the benefits of inclusion, legal support, contexts and models, financing, and accountability. | School Division administrators, community-based partners, and families. |
| [Virginia Infant & Toddler Specialist Network](https://www.youtube.com/watch?v=JS5cKDGFORA&feature=youtu.be)  | Website; Online Professional development webinar. | The Virginia Infant & Toddler Specialist Network provides a webinar titled, *Inclusion: The Program Administrator's Role.* | Program Administrators |
| CONNECT Modules | Modules and resources to provide training on early childhood inclusion | This is a series of modules with instructor supports that include videos, activities, handouts, and case studies following a 5-step learning cycle. The Embedded Interventions Module provides strategies for promoting participation in inclusive settings and also provides a Foundation for Inclusion Training Curriculum. | Administrators, higher education faculty, professional development providers, teachers, child care providers, and preschool providers. |
| [Quality Inclusive Practices: Resources and Landing Pads](http://npdci.fpg.unc.edu/resources/quality-inclusive-practices-resources-and-landing-pads) | Website with tools and educational resources | The website provides links to resources to support inclusion and was created by the National Professional Development Center on Inclusion (NPDCI). Topics include early childhood inclusion, evidence based practices, professional development, measures regarding the quality of inclusion, work completed in various states, and tools for planning cross-sector early childhood professional development. Links provide a great deal of information and additional sources of information. Website also has a link to blogs, and discussions about early childhood professional development and work around inclusion in different states. | Administrators, general and special education teachers, child care providers, preschool providers, related service providers, and families |