

The National Individualizing Preschool Inclusion Project

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Promoting quality inclusive practices in early childhood settings through

- *Implementation of the Individualizing Inclusion Model*
- *Development of state networks*

What are Routines?

Routines are not necessarily things that happen routinely. They are simply times of the day. It is impossible for families to have no routines. All families, for example, wake up, eat, hang out at home, and go places.

All teachers also have routines, or times of the day in their classrooms. Some teachers are more structured than others, but all have some type of daily activities that are predictable and can be described. Classroom routines are the activities and events usually reflected on the classroom schedule

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The National Individualizing Preschool Inclusion Project, a “Project of National Significance” funded by the U.S. Department of Education, Office of Special Education Programs, promotes inclusive practices in early childhood settings through implementation of the *Individualizing Inclusion Model* and the establishment of state networks.

What is the *Individualizing Inclusion Model*?

The Individualizing Inclusion Model is based on three principal components.

- **Functional Intervention Planning Using Routines-Based Assessment**
Routines-based assessment is the process of developing a functional intervention plan that promotes the skills and behaviors a child must learn to be more successful and independent in daily routines.
- **Integrated Specialized Services**
This is when therapy and specialized instruction occur in the classroom with other children usually present, and in the context of ongoing routines and activities.
- **Embedded Intervention**
Embedded intervention means using regular classroom routines as the settings for addressing individualized goals and objectives.

What are state networks?

There are three partners within a state working together.

Model Demonstration and Training Sites

These are early childhood settings providing direct services to children with and without disabilities. As a partner, they implement the *Individualizing Inclusion Model* and serve as a place where others can learn about the model firsthand.

Institutions of Higher Education

They teach students preparing to enter the fields of early childhood education and early childhood special education about the *Individualizing Inclusion Model*. The project provides the resources, such as a manual, videos, modules, and activities.

State Technical Assistance Entities

They provide inservice training about the *Individualizing Inclusion Model* to those working in the field. A specially designed manual with a variety of detailed materials is provided for conducting inservice trainings.

What is involved in participating in the project?

Each network partner receives training and technical assistance from project staff, so that the demonstration and training site can function as a model program and so that the institutions of higher education and the state technical assistance entities can disseminate information about the model and the project



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