

## Menu of Preschool Inclusion Attitudes and Beliefs Solutions

Challenges related to attitudes and beliefs	Is this a challenge? Yes/No	Possible solutions (from survey respondents)	For solutions tried, write progress and outcome.
Lack of understanding and trust between 1) professionals and families, 2) school district professionals and community early childhood (EC) programs, 3) early childhood special education (ECSE) personnel and regular EC personnel, or 4) school district personnel and their administrators		Establish transdisciplinary ECE/ECSE teams that consist of a psychologist, social worker, speech pathologist, and physical/occupational therapist working together to provide support and strategies for students with individualized education programs (IEPs) to keep them in the regular classroom with their typically developing peers.	
		Establish norms for collaborative problem solving among key stakeholders.	
		Break down barriers with an interagency workgroup.	
		Develop inclusive settings with Title I providers.	
		Provide joint professional development opportunities for teachers and administrators on preschool inclusion.	
		Develop relationships between school district directors and community early childhood leaders to facilitate arrangement of joint staff meetings, in-service training, and transportation.	
		Provide joint professional development focused on inclusion to preschool staff within the school district and in community programs on their roles and responsibilities to serve children with disabilities.	
		Schedule regular meetings between the school district and community programs to combine philosophies and practices around behavior management.	
		Open the lines of communication with all teaching staff in e-mails, trainings, and celebrations.	
		Provide early childhood professional development to child care and school district providers.	
		Increase the efforts of community preschools to serve children with disabilities.	
		Develop partnerships between school districts and local Head Start or Title I programs.	
		Provide adequate time for meeting/discussing/planning at all levels.	
	Establish a culture of inclusive education by establishing norms of discourse and communication.		
	Continue efforts despite challenges and actively and collaboratively work to move through challenges together.		

(continued)

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		Provide coteaching opportunities for general education teachers to observe the unique skills and successes of students with various disabilities.	
		Sustain a joint collaborative effort between school district and community programs, and have district staff available to provide special education support to general education teachers and children in these settings.	
		Foster more coordination, planning, and communication between special education and Head Start teachers.	
		Provide training from outside groups to build a community of respect.	
		Communicate monthly with stakeholders and partners.	
Lack of awareness or support		Develop an inclusion booklet to explain the benefits of inclusion to school district and EC directors, community members, and parents.	
		Educate administrators about the importance of pre-school inclusion.	
		Encourage superintendents to publicly state that children with disabilities will be served in regular classes and that support will be given to teachers and students through a special education teacher and training, to recognize the benefits for all students.	
		Encourage compliance with legal regulations.	
		Provide visual models of what high-quality inclusion looks like, feels like, and sounds like in the classroom.	
		Develop a project team to design a vision for inclusion and address attitude and belief challenges.	
		Arrange meetings of administrators and teachers with preschool inclusion teams who are successfully including students to discuss challenges and solutions.	
		Provide opportunities for the IEP team, including the parents, special education teacher, and special services director, to meet and persuade the general education teacher to accept high-quality and supported inclusion.	
		Design an ongoing committee to address belief challenges in general education and special education professionals	
		Address values and attitudes of staff members directly.	
	Discuss the laws regarding the rights of children with disabilities with the special education director and the special education providers. Change procedures as necessary.		
	Provide an accurate picture of developmentally appropriate practice and environments for young children.		
	Celebrate small successes in the movement toward inclusion.		