



**INCLUSIVE
EARLY CHILDHOOD
EDUCATION**

Inclusive Early Childhood Education (IECE) – Reflections and Conclusions

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The outcome of inclusion??

Participation

- Being there
- Engaged/involved when being there

Being there

(Imms, Granlund et al, 2016)

Participation as attendance – sociological concept

- Frequency, duration, diversity of attendance
- Links to civil rights and the conventions CRC, CRPD and environmental prerequisites
- Availability and accessibility of the environment

Degree of involvement/engagement

(Imms, Granlund et al, 2016)

Involvement - a psychological concept

- Links to – Child activity competence, sense of self, preferences
- Accommodation/adaptation and acceptance in the environment
- Related terms – grit, mastery motivation, flow, empowerment

Link between being there and involvement

Time spent in preschool

Time spent in different activities in preschool

Time spent in high engagement

Why engagement as the outcome?

Being there does not automatically mean being engaged while being there (Imms et al, 2016).

People can focus their attention on different aspects of the same activity, related to having body impairments affecting how mental resources are allocated (Kahneman, 1973; Pickora-Fuller et al, 2016). As a result, they may be engaged in different aspects of the same activity.

Individual variation in task engagement within the same activity creates different participation contexts and may be a key contributor to the disabling process of children with impairments.

Engagement is a strong predictor of both learning and wellbeing (Aydogan, 2012)

Perceptions of control are strongly related to engagement in school (Skinner et al, 2008)

Engagement as a linking construct in lifespan functioning

At the level of the body engagement is the **physiological state of the child** in terms of attention, focus, cognitive load

At the level of the child in context, ‘engaging in’ is the internal state, often described as having cognitive (e.g. motivation, attention, focus), behavioural (e.g., effort, persistence) and emotional aspects (e.g., reactions, sense of belonging).

Opportunities for, and time spent in engagement at this level probably lead to outcomes related to competence, sense-of-self and preferences. Occur in home, preschool etc

Engagement as a linking construct in lifespan functioning cont.

At the level of the relationships between environment, the focus is on links between environments, where ‘**engaging with**’ processes are important, e.g. the engagement within the same activity by a child and therapist in therapy, or between parents and professionals in therapy decision-making for children or in preschool. This might support higher levels of meaningful engagement over time in these contexts, and opportunities for engagement and probably lead more stable perceptions of subjective wellbeing and meaningfulness.

At the level of society

Direct influence on democracy

Indirect influences on individuals’ engagement related to organization of services, laws, regulations and culture.

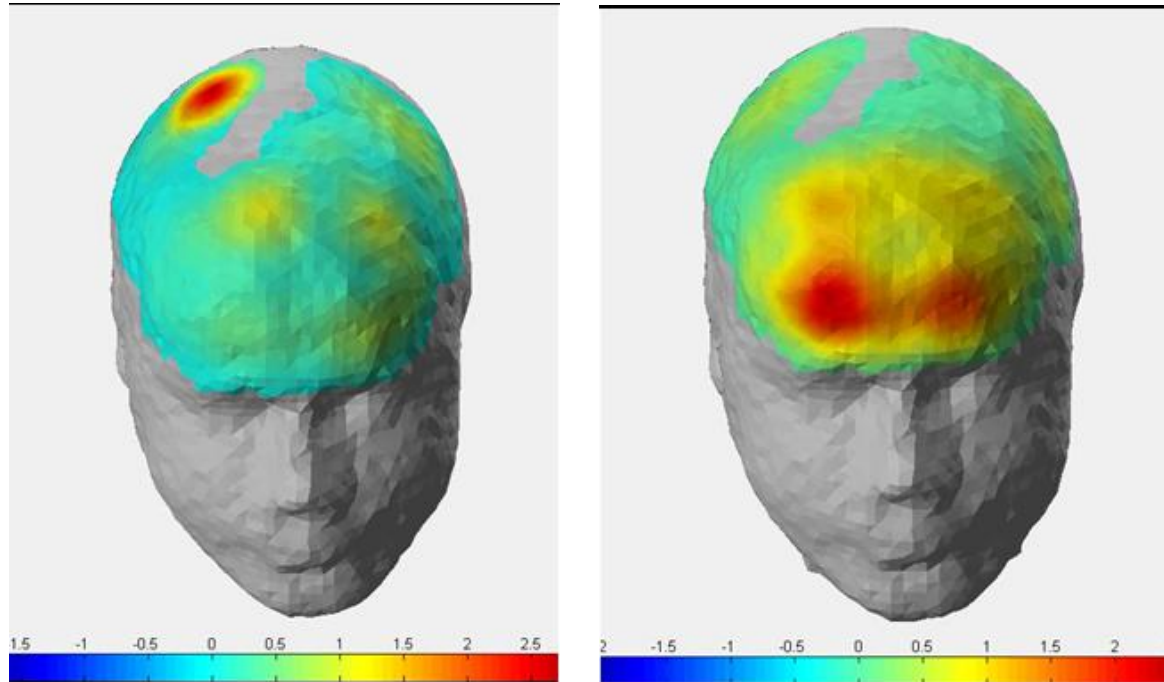
Participation in everyday life in an ecological systems framework

PARTICIPATION IN EVERYDAY LIFE			
Being there	Involved while being there	Prerequisites	
<p>Individual/ close context</p> <ul style="list-style-type: none"> •Attending, availability, accessibility <p>Relations between systems</p> <ul style="list-style-type: none"> •Attend decision making, system, express opinion <p>Society</p> <ul style="list-style-type: none"> •Attend groups •Know about groups 	<p>Individual/ close context</p> <ul style="list-style-type: none"> •Sense of belonging, engaged, focused, interact <p>Relations between systems</p> <ul style="list-style-type: none"> •Plan, decide, perceive trust <p>Society</p> <ul style="list-style-type: none"> •Politically active, active in society 	<p>Person</p> <ul style="list-style-type: none"> •activity competence, sense of self, preferences <p>Relations between systems</p> <ul style="list-style-type: none"> •Educated, experiences, knowledge <p>Society</p> <ul style="list-style-type: none"> •Well informed, have knowledge •Democracy important? 	<p>Environment</p> <ul style="list-style-type: none"> •Availability, accessibility, adaptability, acceptability <p>Relations between environments Knowledge, attitudes, routines</p> <p>Society</p> <ul style="list-style-type: none"> •Organizations designs •Laws – content and form

Attention and effort

Average activity when walking on level ground
(Ramstrand & Möller, in prep.)

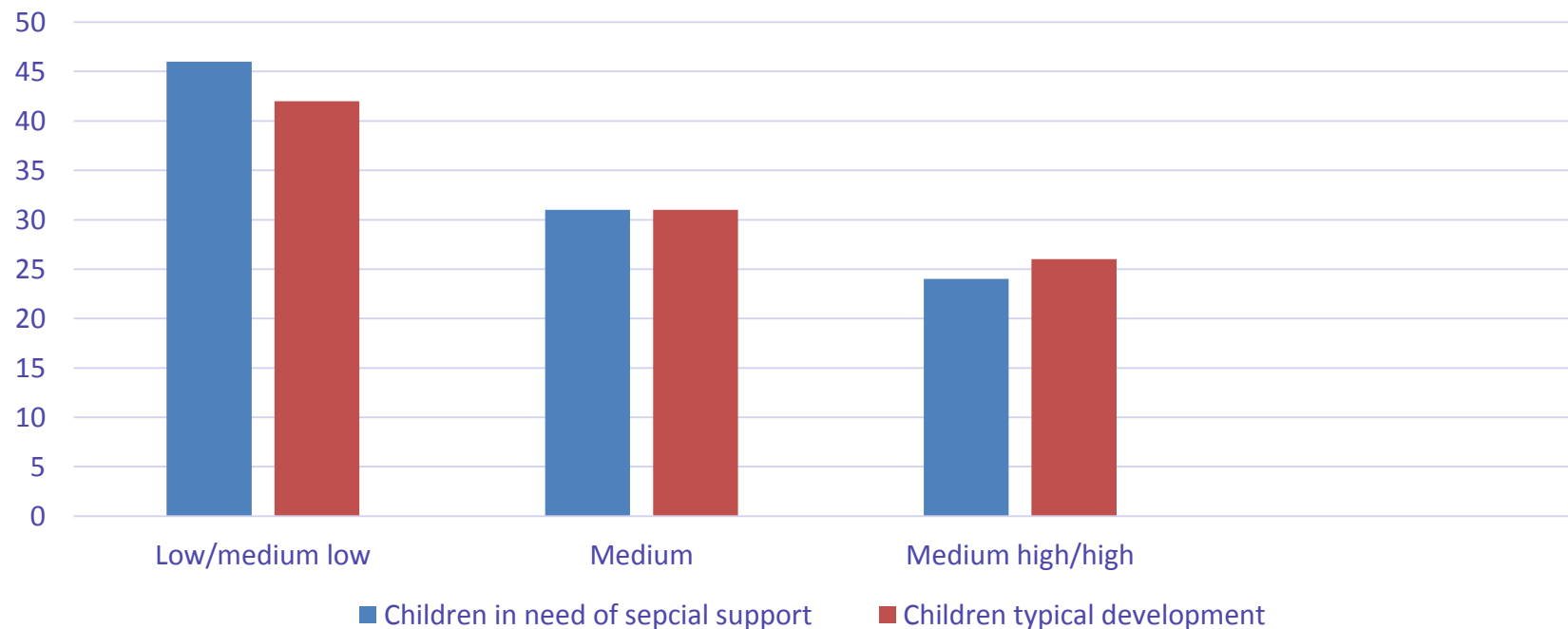
Control



This is a case study of two women. The Control is 49 year old with no known conditions affecting walking. The individual on the right is a 50 year old women who was amputated through the thigh approximately 30 years ago and uses a prosthetic limb. Note the increase in frontal cortex activity. This is consistent with numerous other studies investigating walking in individuals who have disabilities affecting walking and suggests that the, normally automated task of walking required more cognitive processing.

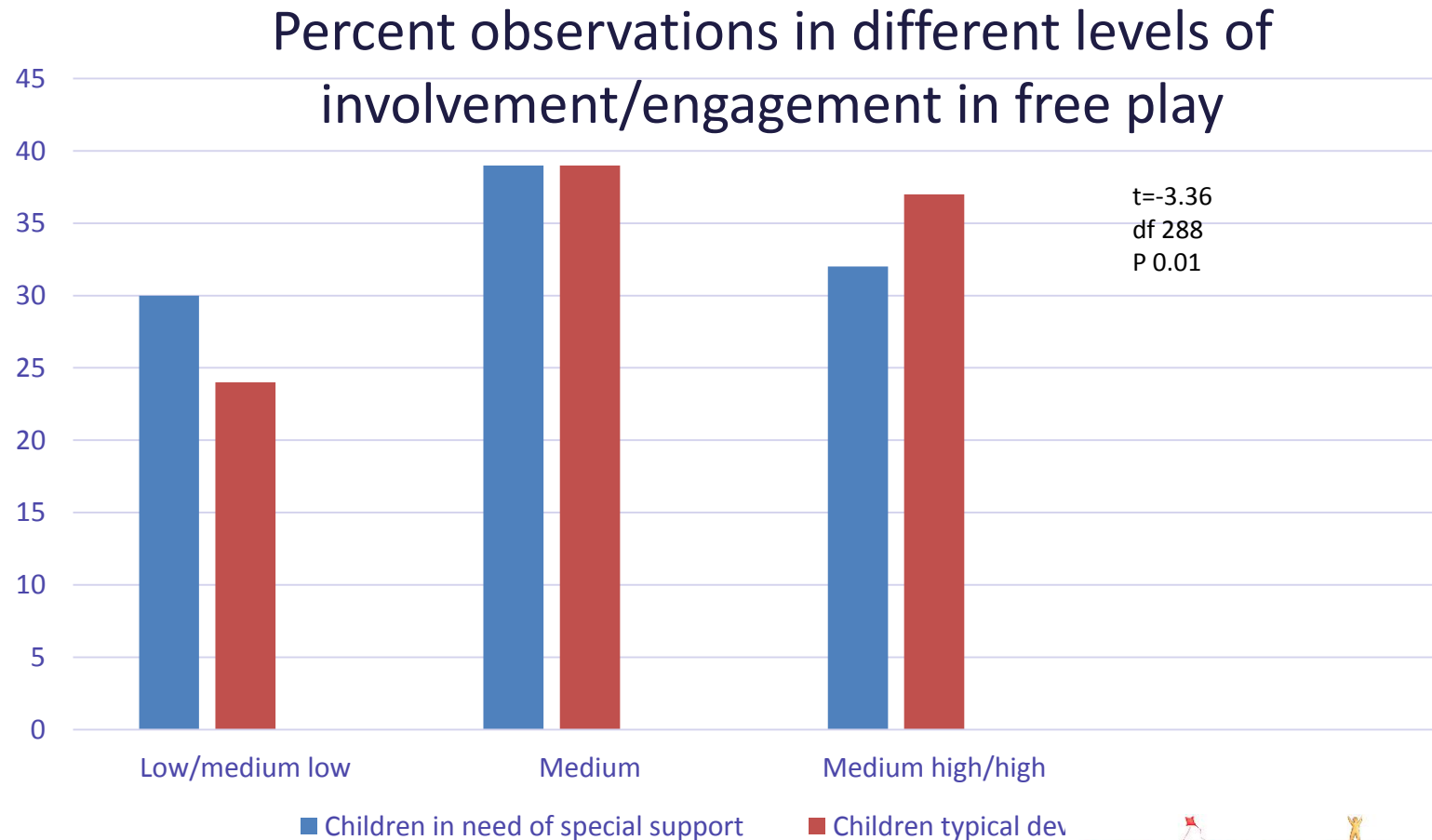
Differences in levels of engagement between children with and without a need for special support – linking engagement to context and environment (Björck-Åkesson et al, in prep.)

Percent observations in different levels of involvement/engagement



Differences in levels of engagement between children with and without a need for special support in the environment free play

(Björck-åkesson et al, in prep.)



Engaging with family centered services and child developmental outcome

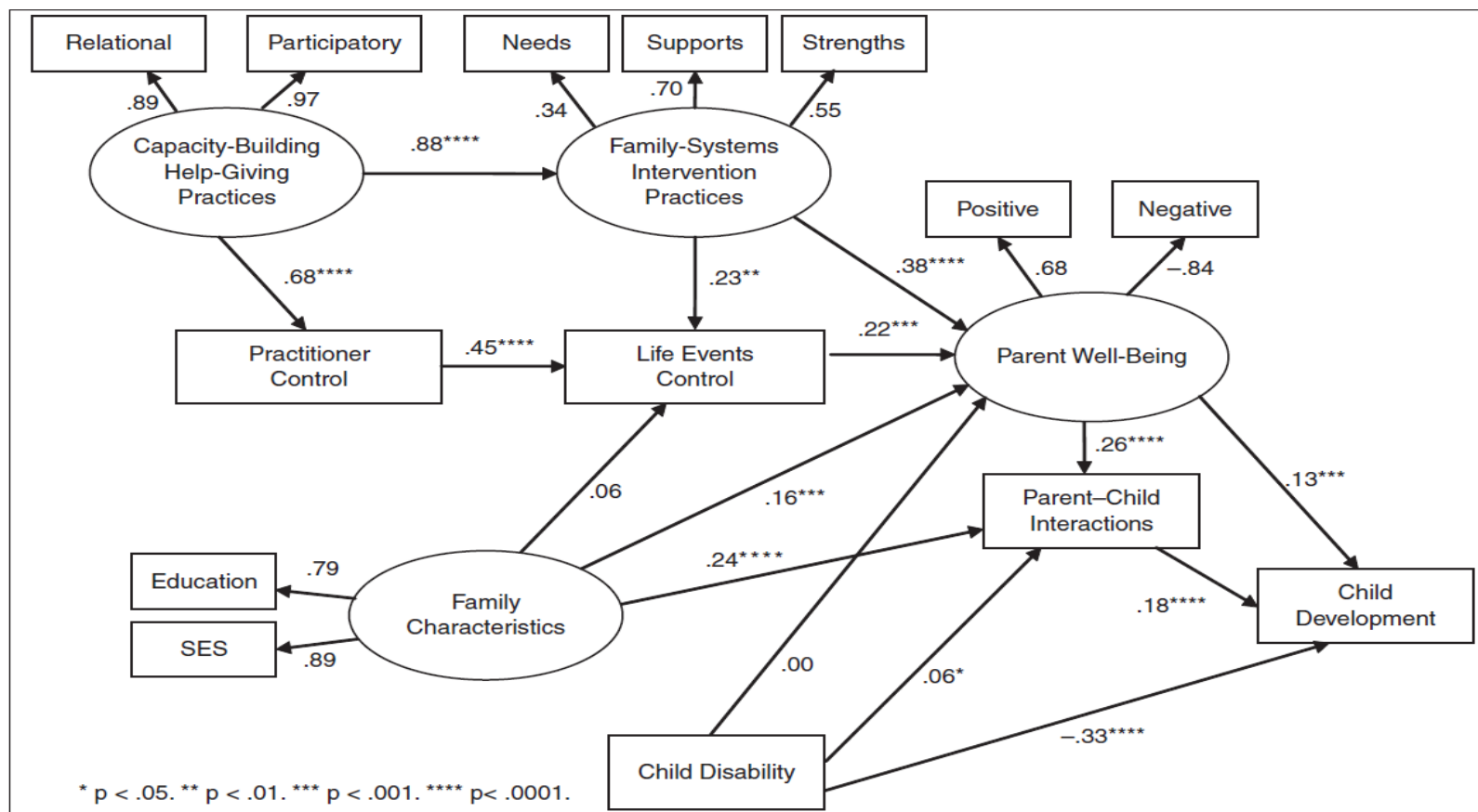


Figure 4. Respecified structural equation model results for the relationships between the study variables with the two self-efficacy belief constructs included in the SEM as measured variables (Model II).

Dunst & Hamby (2010) Influences of family systems intervention practices on parent-child interaction and child development

Inclusive Education framework - *engagement as an outcome??*

The project also assumed that *quality* early childhood provision needs to be characterised as an inclusive system as described in the Agency position paper:

The ultimate vision for inclusive education systems is to ensure that all learners of any age are provided with meaningful, high-quality educational *opportunities* in their local community, alongside their friends and peers (European Agency, 2015, p. 1).

Low engagement
Not there

High engagement
Always there

CHILD ENGAGEMENT in preschool – not a developmental outcome

Developmental engagement – expected to become more complex with age -> frequently lead to focusing on learning new skills

Core engagement – expected to be the same independent of age -> engagement in everyday activities

Is core engagement is the key outcome of IECE? -> focus on functioning in preschool

Main Outcomes - Strategies for addressing challenges in facilitating participation

- Support to vulnerable families to increase attendance
- Flexible curriculum
- Involve children in every aspect of their settings
- Implement changes together in collaboration with families and other professionals within and across settings
- Adaptation of study programs to inclusive practices - more theoretical knowledge and practical experiences in the qualifications for study programs
- Continual professional development – collegial approach
- More resources for all of it!

Next step – Tools for evaluating the engagement of individual children and families

There are few observational and questionnaire tools for evaluating engagement of individual children

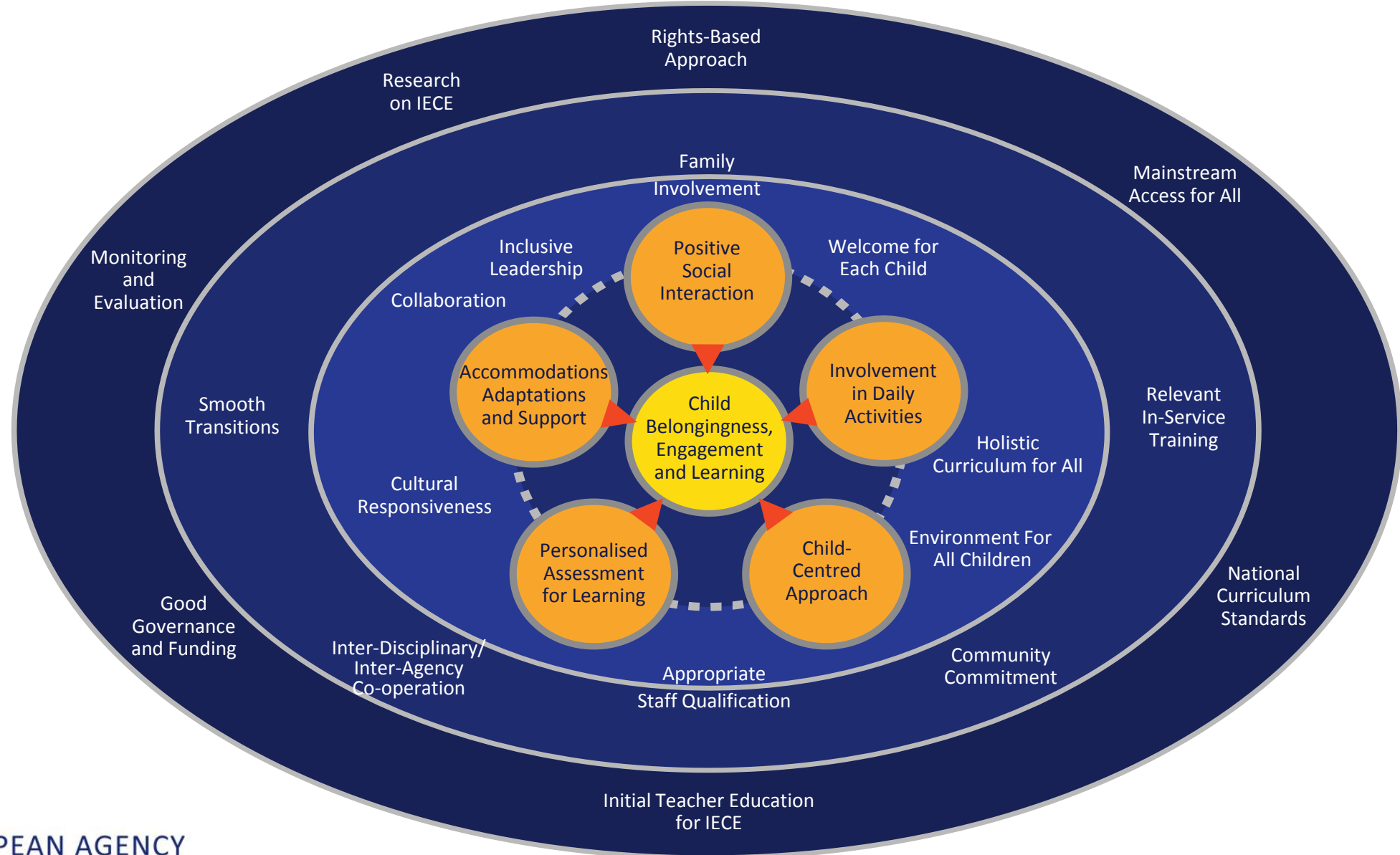
Existing tools have a tendency to confound developmental/skill indicators with indicators of engagement

(Adair, Imms, Granlund et al, submitted)

Several tools concerning involvement of parents in decision making exist but have to be adapted to a preschool context

Do laws and regulations allow parent and child engagement??

Structures from community to regional/national level



Main Outcomes

Strategies for addressing them

Access:

Variety of challenges in different countries. Enable schools to get necessary funding to be able to accommodate all children for the number of hours necessary. Need for coordination of funding systems also through coordinated legislation or enabling local systems autonomy in organisation of funds while ensuring standards of applicability.

Family involvement

1. Inviting parents to participate in the routines of the school for them as well as staff to understand the parents better.
2. Need to empower the parents to feel their knowledge is equally valuable.
For parents also to have a positive view of preschool educational opportunities.

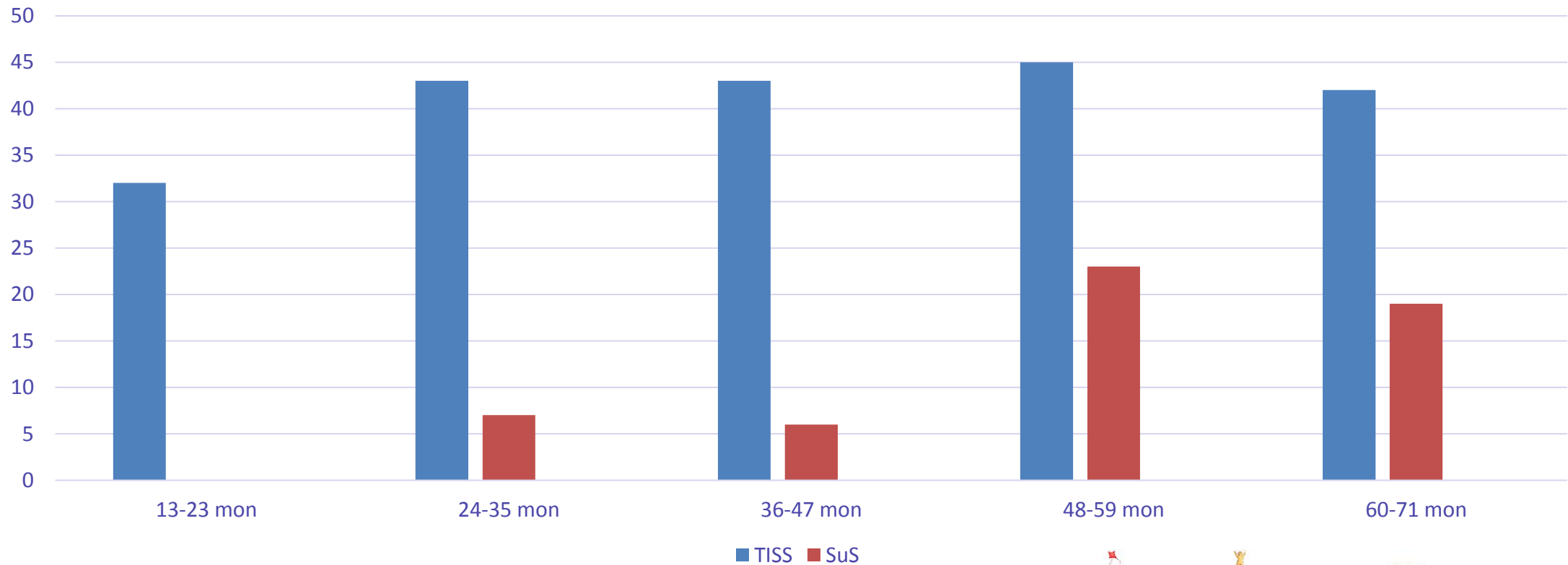
So desire to have a desire to develop a sense of a shared endeavour towards children's ECE.

Model and examples clarifies different types and levels of family involvement

- Examples of enhancing children's engagement in meaningful learning by involving parents within the IECE outdoor and indoor setting (in the first circle).
- In addition, examples working with families in the community (second circle).
- **Next step:** Linking levels and systems , e.g external experts and preschool staff, parents and preschool, parent-preschool staff-external experts. Partly illustrated by examples
- **Next step:** Preschool unit structural characteristics that affect process

SuS and TISS – based on worries for the future or here and now challenges ? (Granlund et al, 2015)

Percent children with behavior problems that obtain TISS or SuS for different age groups



Probability for support format (Almqvist, Sjöman et al, submitted)

Supervised support (SuS) was more likely if the child

- was formally identified (all children receiving SuS were formally identified) and if child disturbs group

Teacher-initiated support (TiSS) was more likely if the child

- was not entitled to support in mother tongue
- showed a *high degree of engagement*

No support were more likely if the child

- wasn't perceived to be a burden
- had the right to support in mother tongue
- Exhibited low engagement in activities

Model links micro provisions to macro policy

Being there, e.g. **Access issues**: Essential for regional/national policy-makers (outer circle) to legislate and fund entitlement of all learners to access mainstream provision; but also highlights that same attitude is essential for leadership and practitioners at IECE setting level. **Next step**: Access within settings, where do children spend time in preschool ?

Involvement, e.g. **Staff quality**: Initial teacher education for IECE. The employment of qualified staff and their continuing up-skilling is more closely linked to the responsibilities of IECE settings (inner circle in the Figure). **Next step**: Staff skills in enhancing engagement of individual children -> In-service training

Support within and between levels, **Next step**: Coordinating different laws and regulations to enhance support to preschool staff and parents in a family/preschool centered manner

Use of self-reflection tool

- Seems to have initiated change within preschool environments
- Focus on microsystem/preschool environment very good
- Engagement stressed in introduction BUT in questions only implicitly, put last section of questions first??
- One item needed on how staff perceive that they can see when INDIVIDUAL CHILDREN are engaged?
- Guideline for each section on how to proceed if perceived problem?
- External support?? – next step?
- Checklist app??

Main Outcomes

Challenges in implementation of tool – theme for follow-up??

Where

- university students within the training in inclusive education, teachers in kindergarten,
- student, service training, model of self evaluation in class, municipalities, parents, on the internet for people to have access
- Everyday services, it offers a systematic way to discuss on this topic within the staff group.
- Within service systems, through discussion we make professionals aware and create a sense of ownership, broadening area of inclusion, personal growth and best practice sharing.

For what

- reflective and inclusive practices with opportunity to listen to each others, be aware about things and manage changes, promoting them,
- tool of self-empowerment;
- useful to adapt teachers training to special children needs.
- The tool can make visible area for improvements

With whom

- Staff, professionals, families, children

Thank you to the Agency for embracing inclusive early childhood education!!



Learn more about engagement in preschool

A conference on participation and engagement in young children in need of special support, in preschool, health service and court systems. Key note presenters:

Rune Simeonsson, Juan Bornman, Dale Farran, Ana Pinto, Samuel Odom, Christine Imms, and Eric Hodges.

All key-notes will be streamed live the 16th of November 9.30 – 12 and the 17th of November 9.00-11.45 on the following You Tube links:

Engagement in Young Children

16th

<https://www.youtube.com/watch?v=vXZdodhWrEE>

17th

<https://www.youtube.com/watch?v=4aa9xbz21Os>