

Inclusive early childhood education and care – a great start for children with disabilities

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APEMH – who we are?

Created in 1967 by a group of concerned parents, APEMH has been active for 50 years in the field of support for people with intellectual disabilities and their families.





Les structures et services de l'APEMH



APEMH



Inclusion • Auto-détermination • Personnalisation • Qualité de vie



Inclusion • Auto-détermination



Personnalisation • Qualité de vie



In the time

- Inclusive childcare service **Topolino**
- Since 1992
- Goal: offer to the little ones a learning ground leading to autonomy
- 25% of the places are reserved to children with special needs



Contribution of the APEMH in the non formal education sector

Fundamental questions:

- How do we develop and promote inclusion in child care services?
- Multiply offers or be multiplier?



Training offers

- Training: "Oser la diversité - Dare diversity"
- 6-days training for professionals
- Sensibilisation of the sector



Publication

- Documentation and analysis of the inclusive practices of the child care service TOPOLINO
- Best practice
- 8 Recommendations
- 2011-2012



Five key recommendations

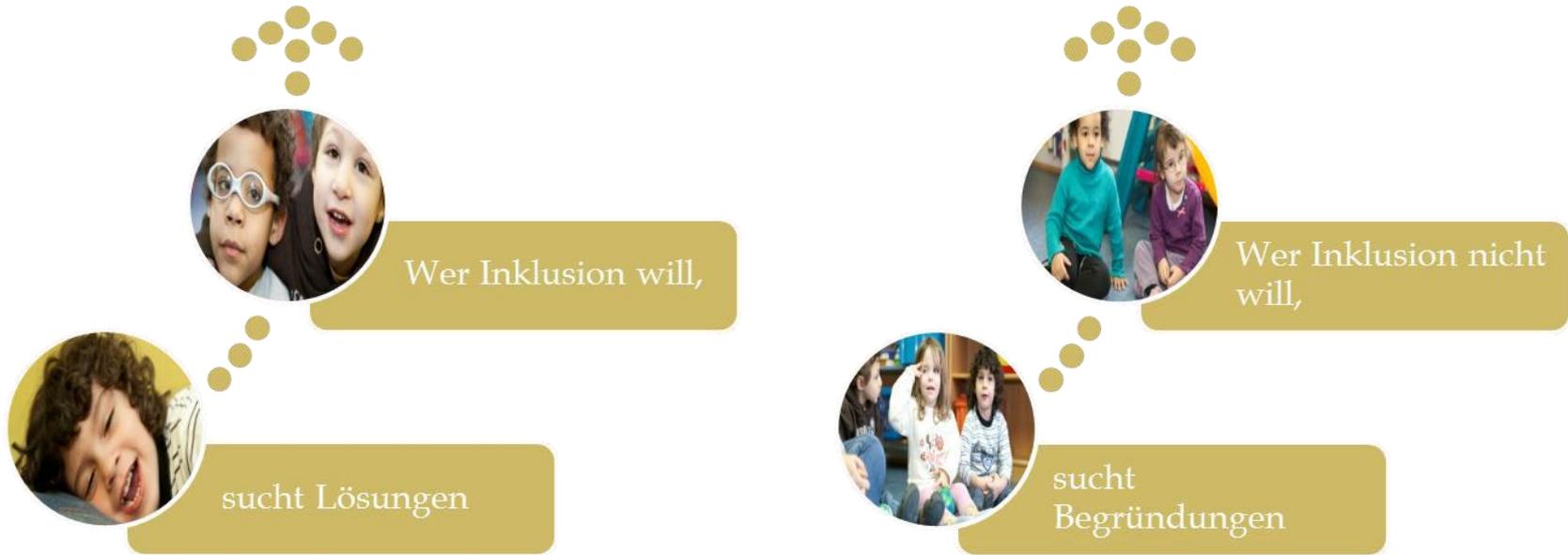
- ✓ The inclusive approach must be supported by the directorates, respectively by the municipal authorities.
- ✓ There is a need for lifelong learning and coaching.
- ✓ It is important to mobilize all available resources.



- ✓ It is important to encourage the participation of all actors.
- ✓ It is advisable to organize heterogeneous groups, groups presenting more diversity at the level of the age of children



It's normal to be different" (Gunnar und Rosemary Dybwad, 1977)



Implementation of a Resource Center in 2012



- Educational and training resource center for inclusion
- A support to promote and develop inclusive child care services
- Goal: encourage the development of inclusive approaches and practices to increase the number of child care services implementing such an approach



Objectives



Raising awareness to the subject of including children with special needs in mainstream child care services



Support professionals in working out projects for children with special needs



Develop the professional skills of child care providers to meet the needs of children with disabilities in an inclusive setting



Service Offers

- **Trainings / workshops** for childcare workers / In-house trainings / coaching
- **Consultancies** to help the settings explore any elements of inclusion they choose
- **Supporting** the setting to identify how best to meet the child's particular requirements for accessing the group



- **Evaluation** and **reflection** of particular situations by structured observation of the children in the child care service
- Activities to raise the **awareness of the peers**
- **Regional network**, platforms for professional exchange concerning topics related to inclusive practices



2015



- Publication “Child care services for all”, in collaboration with the Ministry for Education, Children and Youth and the National Youth Service
- For professionals working in the non-formal education system
- Content:
 - Theoretical part
 - Guidelines for the implementation of an inclusive approach
 - Testimonials of concrete experiences from the field



Basic principles of an inclusive approach

- **The child as actor of his own competences**
- **Environment adapting to the needs of the child**
- **Equality of opportunity and equity of means**



Intégration



Inclusion



Testimony of a mother of a child with special needs

I received photos of the nursery yesterday and this photo took my breath away, for me it is the perfect image of inclusion. C. who does everything like other children but with an extra hand that allows him to do it. I do not know who this hand belongs to, but that's also what's beautiful - in fact it was about twenty hands at the nursery who played that role.



An inclusive approach means...

- that every child is welcome



Valuing diversity



An inclusive approach means...

- that every child is welcome
- that the needs of the child are being taken in account
- setting up situations throughout the institution that encourage the participation and interaction of all children
- teamwork in partnership with the families
- the absence of barriers both within the institution and in the minds of the professionals



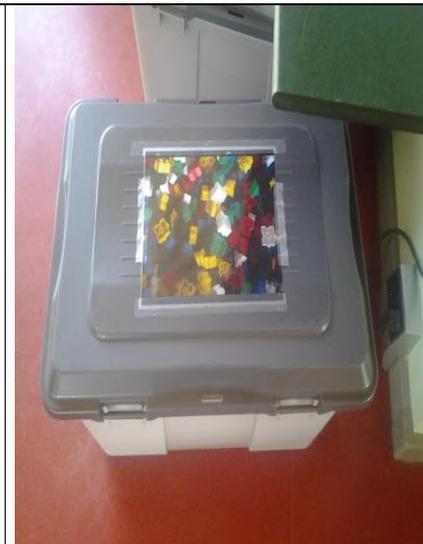
Structuring the space



Moyen pour chacun de savoir où sont rangés les vêtements grâce aux étiquettes collées sur les tiroirs



Visualiser l'intérieur d'une armoire



Aide au rangement



Structuring time

„Hei ass eis Piktogramm Auer waat den Daagesooflaf vum Grupp duerstellt. All Daagrufen maer en Kand, waat d'Fotoen op d'Auer hänken darf. D'Kanner denken mat eis drun, fier d'Fotoen all Daag ze wiersselen. Si hun Spass drun an freen sech, wann si un d'Reih derfen kommen. Mat deser Auer kommen maer och net mei an d'Situatioun vun „falschen Versprechungen“. Elo hun d'Kanner selwer virun Aan, waat als next um Programm steet.“



Structuring activities



Suite séquentielle avec photos qui permet aux enfants de mieux intégrer les différentes étapes nécessaires pour le lavage des mains.



Photo: 2 enfants et un adulte à l'école.



Sensibilisation

«Beim Coaching, das in der jeweiligen Gruppe stattfindet, in der ein Kind mit speziellen Bedürfnissen integriert werden soll, können darüber hinaus fallspezifische Fragen geklärt, auf Basis von Beobachtungen gemeinsame Ziele gesetzt und ein pädagogisches Projekt geplant werden. In diesem Rahmen wurden insbesondere Aktivitäten zur Sensibilisierung durchgeführt - teilweise geplant, manchmal auch spontan aus einer Situation heraus: Beispielsweise kam bei einer Malaktivität von den Kindern die Anmerkung, ein Mädchen mit einer visuellen Beeinträchtigung würde „kritzeln“. Die Erzieherin reagierte auf die Situation und begann mit den Kindern auszuprobieren, wie man mit verbundenen Augen malen kann.»



Factors of success (Bolduc et al, 1998)

- The **conviction** of the professionals, so we have to **believe** in it.
- The **motivation** of the professionals, so we have to **want** it.
- **Perseverance and trust** of professionals, so we have to **believe that we will get there**.
- The **flexibility** of professionals, so we have to be **adaptable**.
- The **creativity** of the professionals, so we have to find **original ways to promote inclusion**.



Today

- Inclusive childcare service **Topolino**
- Inclusive childcare service **Kokopelli**
- The care of the child is guaranteed through cooperation with the family and the cooperation of a multidisciplinary team.

