Welcome

You are welcome here...
You are valued...
You are wanted...
You are loved...
You are appreciated...
Thank you for being YOU!!
Who am I?

cchristian

outdoor

learning

mom

documenting

daughter

wife

music

sister

photography

traveler

[Image of a family]
Overview & Outcomes

Overview

How do we support and serve infants and toddlers with disabilities?
Access = Inclusive Environments
Participation = Observation & Planning
Support = Communication & Partnerships

Outcomes

➔ Understand what inclusion means as it pertains to early education
➔ Define UDL
➔ Learn how to implement best practices that promote:
  ◆ Access
  ◆ Participation & Support
What is Inclusion?

NAEYC Definition of Early Childhood Inclusion: embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society.
Inclusion for Infants and Toddlers

- Acceptance
- Compassion
- Patience
- Understanding
- Commitment
- Teamwork
UDL in ECE

UDL = Universal Design for Learning

UDL = intentional environments created with a variety of abilities and learning styles in mind

UDL = 3 main principles
- Curriculum
- Physical Environment
- Relationships
Access - Creating Inclusive Classroom Layouts

Ask yourself...

➔ Does the environment set up promote safe and easy access to materials while also promoting independence?

➔ Are pathways clear and wide for safe passage and easy movement?

➔ Do you have varied seating/lying options (mats, cushions, rugs, specialized seating, etc.)

➔ Are there any considerations to sensory related environmental disturbances (noise, lighting, visual stimulation, etc.)
Access - Inclusive & Diverse Materials

Ask yourself...

➔ Do you have materials that are varied and diverse in size, texture and shape for varied accessibility?

➔ Are you utilizing teacher made materials to demonstrate creativity and flexibility?

➔ Does your classroom have materials that represent different linguistic abilities?

➔ Do the children have access to different types of equipment to push, pull, crawl and climb on in appropriate ways?
Access - Establishing Meaningful Connections

Ask yourself...

➔ Have I been truly present when interacting with the children today?

➔ Did I make the most of powerful teaching moments or let them pass by?

➔ Am I showing each child in my classroom the same respect that I would show another adult?

➔ Am I a caregiver that the child can trust?
Time to share!

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Participation - Meaningful Observations

Becoming a reflective teacher

Quality
Have a focus
Be present and intentional
Ask for support
Reflect

Consistency
Have tools easily accessible
Utilize pictures and video
Collect work samples when appropriate
Create a system for portfolio building
Developmental Screening & Assessment

Use research based tools

Establish a system for screening and assessment and use your observations to support

Involve each family in the process so they can share what they are seeing too

Be consistent!
It is important to consider every child as an individual when developing your lesson plans. But this is even more important when you have children with special needs and disabilities in your classroom.

In these cases, it is even more important to ensure you are planning for that child(ren) and making every effort to ensure their specific needs are met so they can also succeed along with their peers.
Time to share!

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Partnerships with caregivers and families should start before the child even enters the child care facility.

Establishing positive, nurturing partnerships between caregivers and families, models caring relationships for children.

The youngest of children can sense positive communication and partnerships. When they see you communicating kindly and consistently, it sends a message that promotes trust and safety.

Establish a space in your classroom or center where a child’s “team” can meet to celebrate successes, solve problems and collaborate on solutions regularly.

Parent & teacher partnerships start before day one!
Support - Communication

Remember with any and all communication efforts:

➔ Timing is important

➔ Use resources to create and maintain positive mindsets and strategy before any difficult conversation with a family

➔ Be consistent

➔ Encourage open and honest communication, even when it is uncomfortable

➔ Compassion and empathy are KEY

Communication is not a “one and done” task!
Support - Rights, Needs, and Advocacy

Parents' Rights
- To be treated with respect
- To be heard
- To help make decisions about your family
- To know about your child's physical and mental health
- To know about, and make decisions regarding, educational progress and needs
- To maintain contact with your child

Child's Needs
- To be safe
- To be healthy
- To receive an education
- To receive appropriate, needed services in order to be safe and healthy
- To be given love and attention
- To have adults they can count on
- To grow up with their family of origin whenever possible

Why Advocate?
"Unless someone like you cares a whole awful lot, Nothing is going to get better. It's not."
- Dr. Seuss, The Lorax
Time to share!

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Wrap-up

➔ Understand what inclusion means as it pertains to early education

➔ Define UDL

➔ Learn how to implement best practices that promote:
  ◆ Access
  ◆ Participation &
  ◆ Support

➔ Inclusion encompasses values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities.

➔ Universal Design for Learning

➔ Access
  ◆ creating inclusive environments

➔ Participation
  ◆ observation, assessment & planning

➔ Support
  ◆ partnerships, communication, parent rights, child’s needs & advocacy
Resources

- CDC Milestones: https://www.cdc.gov/ncbddd/actearly/milestones/index.html
- Ages and Stages Questionnaires: https://agesandstages.com
- Kentucky Watch Me! FREE training: https://www.childcareawareky.org/training/
- Kentucky First Steps: https://www.chfs.ky.gov/agencies/dph/dmch/ecdb/Pages/keis.aspx
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