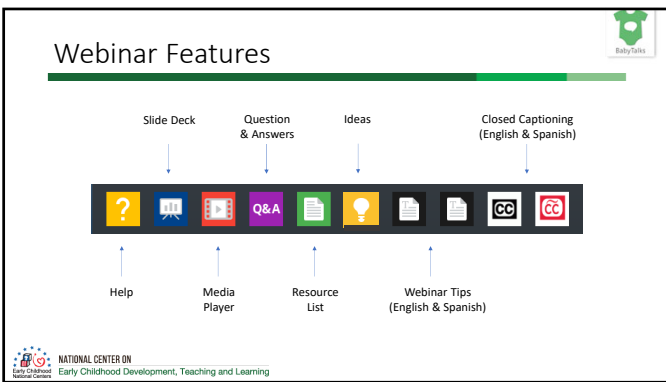




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Poll

- How comfortable or knowledgeable do you feel in supporting infants and toddlers with disabilities or suspected delays?
 - Not at all
 - A little
 - Mostly comfortable
 - Very comfortable!

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All Children Need Individualized Care

It is illogical to say that *some* children (e.g. those labeled as having a disability) have unique needs that must be met.

All children have unique needs to be met.

Thus, to be truly inclusive, all programs should plan for meeting the needs of all children, rather than just those whom they believe to be developing in a typical manner.




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5


The Myth of the "Average"



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ELOF Early Learning Outcomes Framework (ELOF) for ALL



	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication Literacy	Mathematics Development Scientific Reasoning	Perceptual, Motor, and Physical Development

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IDEA Part C: Natural Environments

Services must be provided in **natural environments**, including the home and community settings where children without disabilities participate, e.g., child care settings, Head Start programs, etc.



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3

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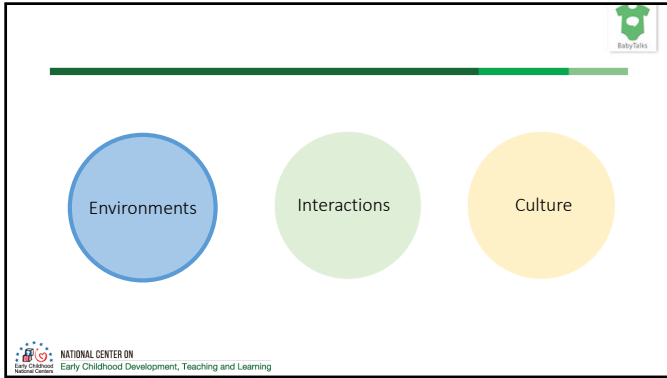
Session Objectives

At the end of this webinar, you should be able to:

- 1 Environments
- 2 Interactions
- 3 Program culture

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10

Creating Individualized Environments

- **Physical** environment: space, equipment, materials
- **Social** environment: peers, siblings, adults, and family
- **Temporal** environment: sequence and length of routines and activities
- Individualized support for children with disabilities to participate fully.

The image shows a woman with dark hair, wearing a red and white patterned top, sitting in a blue armchair. She is holding a baby wrapped in a white blanket. The background shows a room with shelves and toys.

In the bottom left corner, there is a logo for the 'NATIONAL CENTER ON Early Childhood Development, Teaching and Learning'. In the top right corner, there is a small logo with a green leaf and the text 'Early Years'.

11

4


Video: Embedded Learning Benefits Everyone!

The image shows a classroom setting. A woman, likely a teacher, is sitting on the floor. There are two children lying on the floor next to her. Another child is sitting on a blue ball in the foreground. The room is filled with educational toys and materials.

In the bottom left corner, there is a logo for the 'NATIONAL CENTER ON Early Childhood Development, Teaching and Learning'. In the top right corner, there is a small logo with a green leaf and the text 'Early Years'.

12

Embedded Learning Benefits Everyone!




CONNECT
The Center to Mobilize Early Childhood Knowledge

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13

Video Reflection



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14

5

ELOF Adaptations for Specific Learning Goals


	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
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Universal Design for Learning (UDL)

- Multiple means of engagement, representation, action, and expression.
- Provide choices!
- UDL is referred to in legislation, including the Individuals with Disabilities Education ACT (IDEA).



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Examples of Universal Design for Learning




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17

6


Ideas for Adaptations



Consider physical materials



Larger or brighter materials



FPG Connect Modules
The fire engine can be operated by 2 different switches or by the round remote control.

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Video: Access to Learning Materials



(sound of blocks dropping) Mother:
Yay, David!! (clapping)

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19

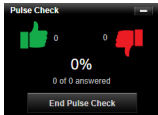
rpms
Early Childhood Recommended Practices Modules

Videos

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20

ELOF Pulse Check - ELOF



- Perceptual, Motor, and Physical Development
- Social and Emotional Development
- Language and Communication
- **Cognition**
- Approaches to Learning

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Have You Encountered This Concern?

Pulse Check
0
0
0%
0 of 0 answered
End Pulse Check

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25

ELOF Adaptations for Specific Learning Goals

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
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Video: Take it Outside!

VIDEO: Adjusting in the Moment

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Video Reflection



- Many benefits of outdoor play! Should be accessible to all.
- Caregivers can provide comfort and encouragement.

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28

More Tips For Outdoor Play

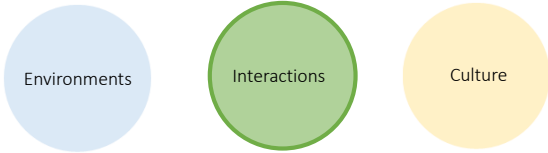
- Many benefits of outdoor play! Should be accessible to all.
- Caregivers can provide comfort and encouragement.
- Comment on what you see, hear, smell, and feel.
- Explore different kinds of sensory play.



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30

Learning Through Relationships



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Social Cues and Adult-Child Interactions




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Social Cues as Communication



- Deaf infants followed adults' eye gaze more than hearing children of same age.
- Deaf infants pay special attention to social cues of others.
- Try gestures, body movements, eye gaze shifts for all children!

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Imitation as a Tool for Learning and Connection

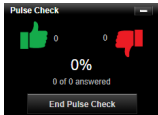


- Research shows that children with Autism engage more with those who imitate them.
- Imitation can be a powerful tool for building relationships and learning from other people.
- Broaden and experiment with your communication strategies.

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ELOF Pulse Check - ELOF



- Perceptual, Motor, and Physical Development
- **Social and Emotional Development**
- **Language and Communication**
- Cognition
- Approaches to Learning

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35

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Playing at Home with Infants and Toddlers




- Read out loud often and early
- Respond to them, smile, and laugh
- Sensory play: water, air, grass, crumpled newspaper
- Talk to them about what you are doing and what they seem interested in
- Involve children in everyday household activities

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Video: Power of Peer Modeling




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37

Video Reflection

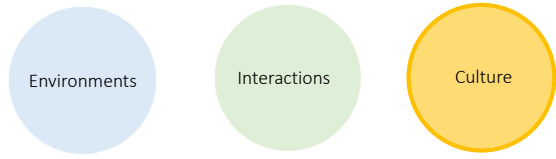
Nelcy Takes a Walk



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38

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39

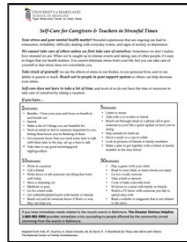
Build an Affirming Program Culture



- Talking about our differences does *not* increase biased thinking – the opposite is true!
- Learn more about DisCrit, read first-hand perspectives, and minimize our use of ableist language.
- Affirm and honor children's intersectional identities.

40

Responsive Caregiving and Relationships



41

1 4

Inclusion Benefits All Children



- All children know that everyone can make important contributions in life.
- Peer support goes both ways!
- Embrace individual strengths and needs.
- And... children are entitled to these benefits no matter what their language or cultural background.

42

Today We Talked About:

- 1 Environments
- 2 Interactions
- 3 Program culture

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Are You Part of the Disabilities / Inclusion Community?

Join MyPeers & the Disabilities/Inclusion Community!

- An online space for networking and peer support
- A space for you to learn from each other
- A space for us to learn with you:
 - Your ongoing work
 - Your successes and challenges
- A way for us to respond to your requests
- To join go to: <https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community>

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44

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Resources and Support

Head Start Early Childhood Learning and Knowledge Center (ECLKC):

- Children with Disabilities: <https://eclkc.ohs.acf.hhs.gov/children-disabilities>
- Learning Environments: <https://eclkc.ohs.acf.hhs.gov/learning-environments>
- Research Notes: Talking to Children About Differences and Similarities: <https://eclkc.ohs.acf.hhs.gov/publication/talking-children-about-differences-similarities>
- News You Can Use: Supporting Early Math Learning for Infants and Toddlers: <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/news-you-can-use-supporting-early-math-learning-infants-toddlers>
- Head Start Early Learning Outcomes Framework (ELOF): <https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/elof>
- Understanding and Eliminating Expulsion in Early Childhood Programs: <https://eclkc.ohs.acf.hhs.gov/publication/understanding-eliminating-expulsion-early-childhood-programs>
- Stress, Resiliency, and Trauma - Resources: <https://eclkc.ohs.acf.hhs.gov/browse/keyword/stress-resilience-trauma>
- Responding to COVID-19: <https://eclkc.ohs.acf.hhs.gov/about-us/coronavirus/responding-covid-19>

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Resources and Support - Other

Children with Disabilities:

- Connect Modules: <https://www.connectmodules.dea-spced.org/>
- Recommended Practices Modules: <https://rpm.fpg.unc.edu/welcome>
- STEM Innovation for Inclusion in Early Education (STEMIE): <https://hsicc.createsend1.com/t/j-i-gng-xiydhhj-u/>

DisCrit (Disabilities Studies + Critical Race Theory):


- ZTT article on DisCrit: <https://www.zerotothree.org/resources/3094-disability-critical-race-studies-discrit-for-inclusion-in-early-childhood-education-ethical-considerations-of-implicit-and-explicit-bias#chapter-1994>

Learning Environments for Infants and Toddlers:

- Virtual Lab School: Infant & Toddler Learning Environments: <https://www.virtuallabschool.org/infants-toddlers/learning-environments/lesson-1>

Self-Care:

- Self-Care for Caregivers & Teachers in Stressful Times: https://static.virtuallabschool.org/activities/tic/FTTIC_4_SelfCareWellness_A2_TeacherCaregiverSelfCare.pdf


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Thank You!

For more information, contact:
ecdte@ecetta.info
 or call (toll-free) 1-844-261-3752

Please complete our Survey!

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47

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