



May 25, 2021  
**Increased Access, Increased Learning**

**Host**  
Jennifer Fung,  
Ph.D., NCECDTL

**Host**  
Tara O'Connor, M.Ed.

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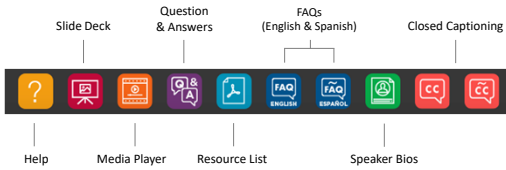
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### Webinar Features



Slide Deck    Question & Answers    FAQs (English & Spanish)    Closed Captioning

Help    Media Player    Resource List    Speaker Bios



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### Your Presenters



**Jennifer Fung**



**Tara O'Connor**



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**Agenda**

1. Discuss importance of access and participation for children with disabilities
2. Present strategies that support access
3. Share strategies that support participation and engagement



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**Learning Goals**

1. Identify strategies that support access
2. Explore tools for assessing participation
3. Describe strategies that promote participation
4. Share resources for planning and adapting virtual learning activities



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**Framework for Effective Practice**



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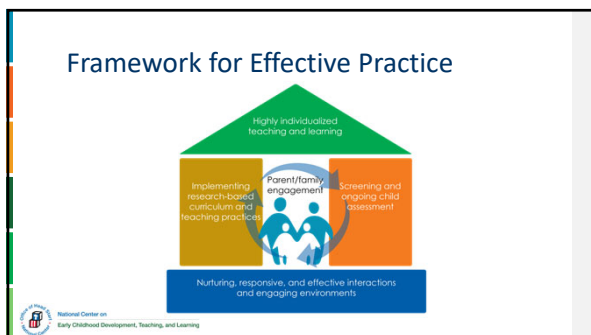
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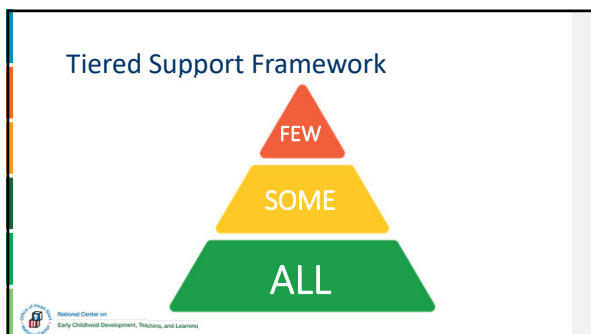
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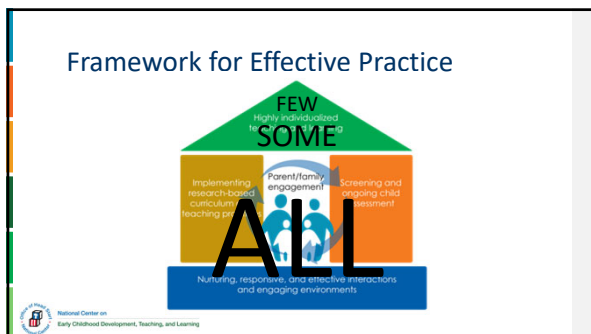
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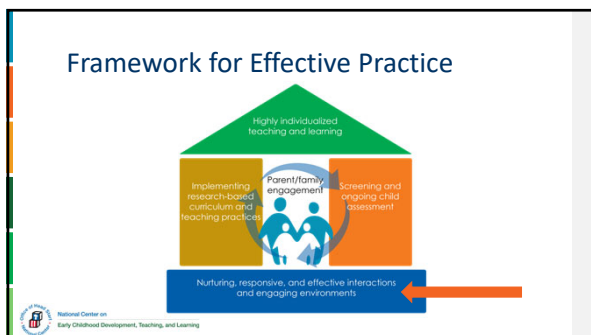
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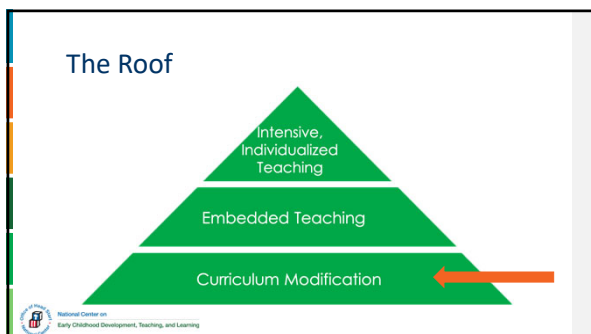
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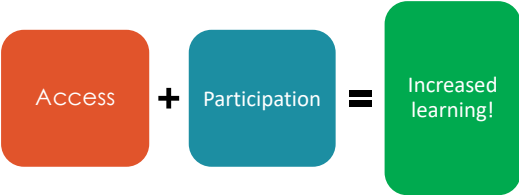
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Access and Participation Are Important



Access + Participation = Increased learning!

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Individual Characteristics

- Attention
- Motor
- Communication
- Attention
- Observation and imitation
- Motivation



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Planning for Access

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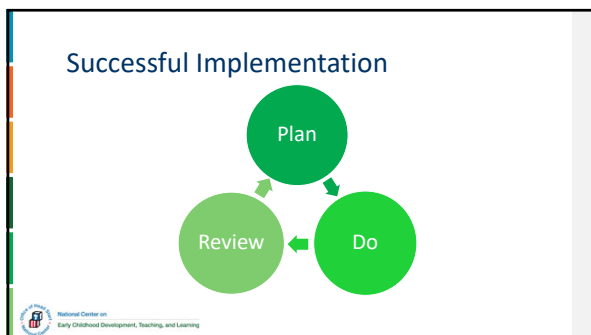
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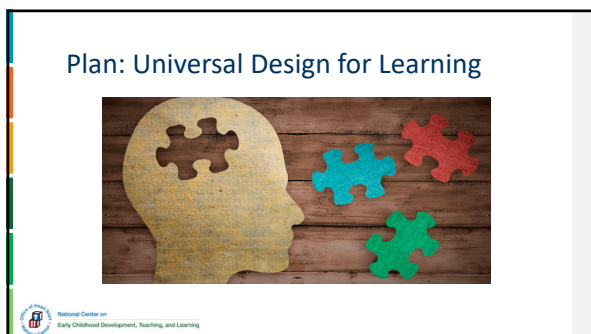
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### Plan: Universal Design for Learning

<b>AFFECTIVE NETWORKS</b> <b>THE WHY OF LEARNING</b>  <b>Engagement</b> For purposeful, motivated learners, stimulate interest and motivation for learning.	<b>RECOGNITION NETWORKS</b> <b>THE WHAT OF LEARNING</b>  <b>Representation</b> For resourceful, knowledgeable learners, present information and content in different ways.	<b>STRATEGIC NETWORKS</b> <b>THE HOW OF LEARNING</b>  <b>Action &amp; Expression</b> For strategic, goal-directed learners, differentiate the ways that students can express what they know.
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(Adapted from CAST UDL Guidelines)

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Have I planned to present information in different formats?

Have I identified multiple activities and materials?

Have I planned different formats for children to express themselves?

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### Plan: UDL and Virtual Learning

- How will I provide multiple options to engage with information?
- When doing onscreen lessons, how will I use many formats?

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### Plan: UDL and Virtual Learning

Episode 3: Reflections on Inclusion in Remote Preschool

Watch on YouTube

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**Do: Multiple Means of Engagement**



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**Do: Multiple Means of Representation**



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**Do: Multiple Means of Expression**



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**Review: Assess and Reflect**



Is the learning environment accessible for this child?

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**Review: Assess and Reflect**



**Accessible learning environment**

- Physical environment
- Peer support
- Multiple modes of communication
- Caring community

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**Modifying for Participation**

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### Plan: Curriculum Modifications



“A change to the ongoing classroom activity or materials in order to facilitate or maximize a child’s participation in planned activities, interactions, and routines”  
— Sandall & Schwartz, 2008

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Environmental Support	Special Equipment
Materials Adaptation	Adult Support
Simplify the Activity	Peer Support
Child Preferences	Invisible Support

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### Plan: When to Modify the Curriculum



When a child is not fully participating in a meaningful way.

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### Plan: Observe and Clarify



(From ECTA Preschool in the Pandemic Episode 13)

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### Plan: Choose a Strategy

- Match supports with the child's needs
- Keep it simple
- Experiment



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### Plan: Write it Down

Child's name: \_\_\_\_\_ Teacher's name: \_\_\_\_\_ Date: \_\_\_\_\_

Quality realized/Activities	What's the concern?	How will we modify?	Materials and prep	Who will prep? By when?	Is it working? <input type="checkbox"/> Yes <input type="checkbox"/> No Notes:
					<input type="checkbox"/> Yes <input type="checkbox"/> No Notes:
					<input type="checkbox"/> Yes <input type="checkbox"/> No Notes:
					<input type="checkbox"/> Yes <input type="checkbox"/> No Notes:
					<input type="checkbox"/> Yes <input type="checkbox"/> No Notes:

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**Do: Modifications in Action**

- Physical
- Temporal
- Social



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**Do: Modifications in Action**



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**Do: Modifications in Action**



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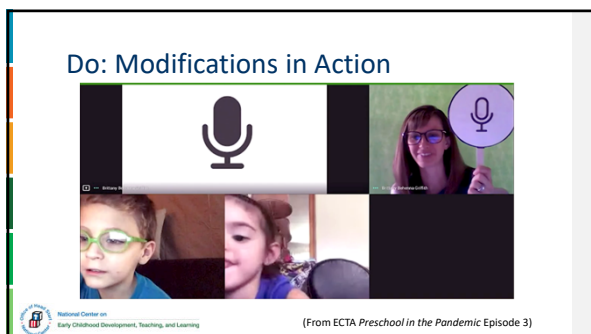
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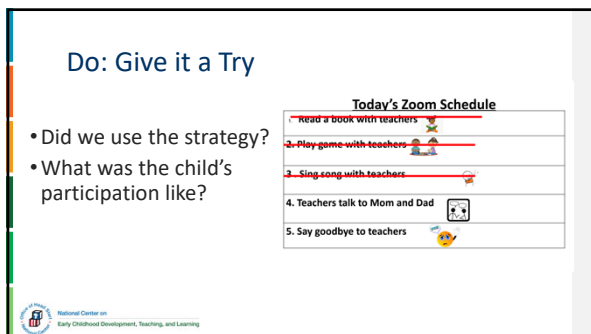
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**Review: Determine If It's Working**

**YES**

- Keep it up
- Phase out support

**NO**

- Try something else
- Use more intensive teaching strategies

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**Question & Answer Time**



Jennifer Fung



Tara O'Connor

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**Save the Date**



**Education Managers Institute:  
Nurturing Leadership**

**June 14 - 16, 2021  
11:30 - 5 p.m. ET**

Education Managers Institute Nurturing Leadership

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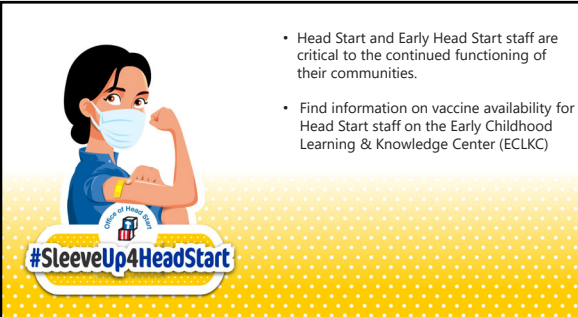
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- Head Start and Early Head Start staff are critical to the continued functioning of their communities.
- Find information on vaccine availability for Head Start staff on the Early Childhood Learning & Knowledge Center (ECLKC)

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**PUSHPLAY**  
DTL On Demand

Get access to more webinars and resources

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**Thank You!**

Join us for our next webinar!  
Increased Opportunity, Increased Learning: July 27, 2021

This training was supported by the Administration for Children and Families (ACF) of the United States (U.S.) Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$10,200,000 with 100% funded by ACF. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by ACF/HHS, or the U.S. Government. This resource may be duplicated for noncommercial uses without permission.

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