



April 20, 2021

## Learning Materials that Promote Inclusion for Preschoolers

### Viewer's Guide

This viewer's guide gives you ideas for adapting learning materials so that all preschoolers have access and can participate in learning activities. The reflection questions and activities will help you think about ways to support children's learning. Helpful resources can be found in the Resources section of this guide.

### Definition of Early Childhood Inclusion

The Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) together provided a shared definition of what inclusion means and looks like in early learning environments.

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*“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.”*

*The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high-quality early childhood programs and services are access, participation, and supports.”*

*(DEC/NAEYC, 2009)*

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# Video 1: Disability Laws Video (Available on MyPeers)

Below is a list of important terms and acronyms related to disabilities laws and practices.

## **Individual with Disabilities Education Act (IDEA)**

Accepting children with disabilities into educational programs is the law. IDEA, or the Individuals with Disabilities Education Act (IDEA) is the special education federal law that ensures the educational needs of students with disabilities are met throughout the nation.

## **IDEA Part B and Part C**

IDEA Part B regulations relate to the education of children aged 3 and above with disabilities. IDEA Part C regulations relate to early intervention services for infants and toddlers with disabilities.

## **Individualized Education Program (IEP)**

An IEP is a written legal document that describes individualized special education and related services a child qualifies for. It includes annual goals and objectives and specific accommodations and modifications.

## **Individualized Family Service Plan (IFSP)**

Every infant and toddler who is eligible for early intervention services has an IFSP. An IFSP is a written legal document that describes individualized early intervention services for infants, toddlers, and their families. The plan includes specific outcomes and services for children and families.

## **American with Disabilities Act (ADA)**

This federal law requires that all childcare and early learning programs make reasonable efforts to serve children with disabilities.



Familiarize yourself with the terms and acronyms



Access this video on MyPeers



Share this video with parents and colleague

## Video 2: Participation in the Preschool Environment

Write down some ways this teacher supported preschooler's participation with the learning materials in the environment.

## Small Changes — Big Impact

Write down some modification ideas you saw that you'd like to try for the preschoolers in your learning environment.

# Strategies for Supporting Quality Inclusive Learning Environments

## Preschoolers



### Inviting Materials

#### Promote independent use of materials

- Make sure materials are easily accessible and are in working order so children can use them independently.
- Group toys and materials by type and store them in labeled containers that have designated storage spaces—on labeled open shelves

**Individualize:** If a child has trouble coordinating arm and hand movements, stabilize materials using tape, Velcro, and nonskid backing.

*\*Source: Circle Time Magazine, Season 3, Episode 1*

## Reflection

When thinking about the materials in your learning environment, look at them from the infant toddler perspective. Take a moment to answer these questions from the eyes of the infants and toddlers in your learning environment.

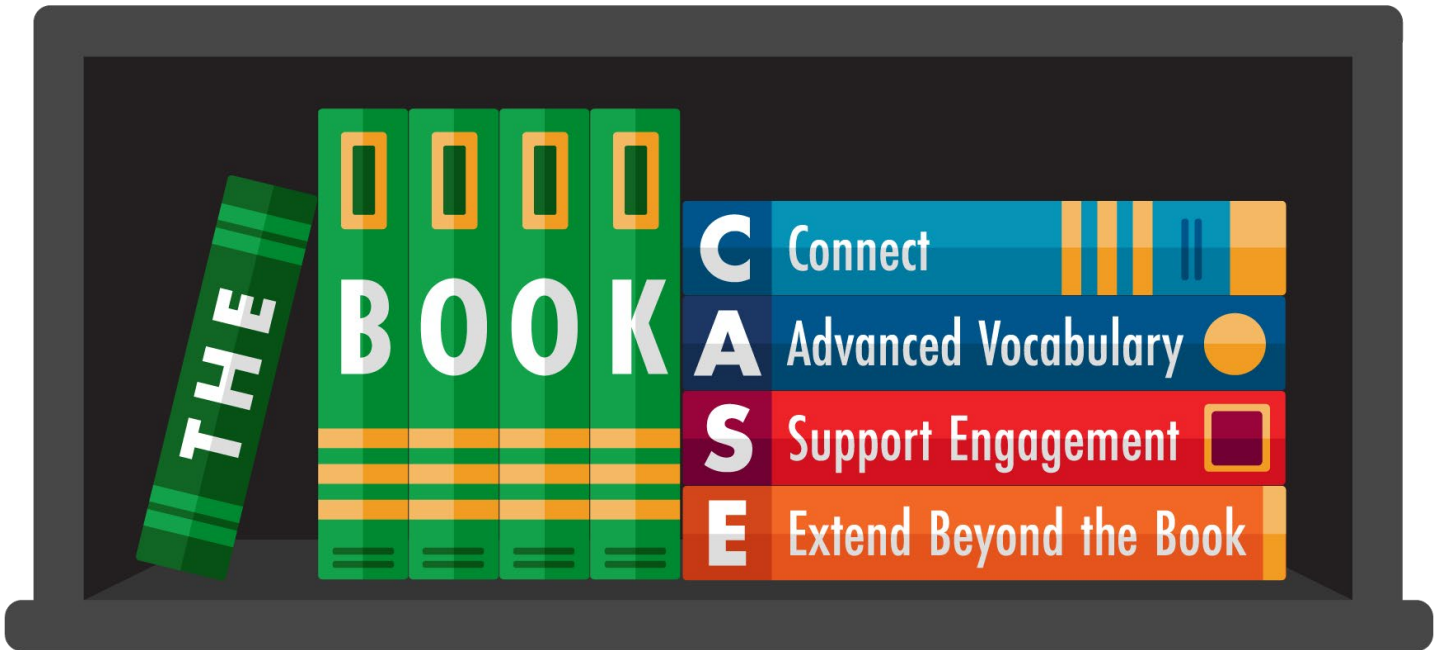
**Is there something I know how to use and can use independently in each learning area?**

**Are there objects and materials that reflect my interests and make me excited about learning?**

## Video 3: Adapting Materials

**Write down some of the things this teacher does or says that you would like to try when adapting materials!**

# The BookCASE



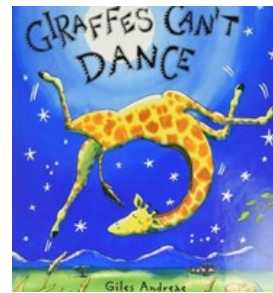
Books are a great way to engage with children. There are books about many things in our world, too. So, matching books with the themes and activities helps meaningful learning experiences. Choosing books on topics that preschoolers are interested in is another way to help them feel included and that their interests are important.

## Selected Books from the BookCASE



### ***Just Ask* by Sonia Sotomayor**

*Just Ask* celebrates the different abilities children and adults have. Drawing on her own experience as a child who was diagnosed with diabetes, the author writes about children with all sorts of challenges--and looks at the special powers those children have as well. When we come across someone who is different from us but we're not sure why, all we have to do is Just Ask.



### ***The Masterpiece* by Giles Andreae**

*Giraffes Can't Dance* is a touching tale of Gerald the giraffe, who wants nothing more than to dance. With crooked knees and thin legs, it's harder for a giraffe than you would think. Gerald is finally able to dance to his own tune when he gets some encouraging words from an unlikely friend. The encouragement of friends is also a lovely lesson for an inclusive community of learners.

## Exploring the BookCASE with *Giraffes Can't Dance*

### Connect

The book *Giraffes Can't Dance* can support several of the Head Start ELOF Social and emotional goals such as: Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests; At the same time reading books with young children support ELOF goals Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling. Child will especially love the rhyming structure in this book, and maybe even fill in the words!.

### Advanced vocabulary

There is so much vocabulary in this book! From crooked to buckled, even measurement words like slim, thin, and tall! You can talk to preschoolers about the words in this book and find other objects in the classroom that also match with the new vocabulary.

### Support engagement

This book talks about many styles of dance like the Cha-Cha, the Waltz, the Tango and rock'n'roll. Engage children in these different types of dances from all over the world. Or listen to the music for these different types of dances.

### Extend

Encourage children to make up their own dance! Maybe bring in music from their home to showcase children's culture and language. Explain to children that music may sound different but it's all fun to dance to!



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## Explore the BookCASE on Your Own

The preschoolers in my learning environment love this book:

Make the CASE:

Connect:

Advanced vocabulary:

Support engagement:

Extend:



## Explore the BookCASE on Your Own

The preschoolers in my learning environment love this book:

Make the CASE:

Connect:

Advanced vocabulary:

Support engagement:

Extend:

**Books I would like to add to my learning environment:**



# Helpful Resources

## Online Resources

Curriculum Modifications

<https://eclkc.ohs.acf.hhs.gov/video/curriculum-modifications-introduction>

Environments That Support High-Quality Inclusion

<https://eclkc.ohs.acf.hhs.gov/video/environments-support-high-quality-inclusion>

Framework for Effective Practice

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/framework-effective-practice>

Practices to Support Infants and Toddlers with Disabilities of Suspected Delays Through Embedded Learning Opportunities

<https://eclkc.ohs.acf.hhs.gov/video/practices-support-infants-toddlers-disabilities-or-suspected-delays-through-embedded-learning>

STEMIE: Innovation for Inclusion in Early Education

<https://stemie.fpg.unc.edu/>

Tiered Support for Individual Learners

<https://eclkc.ohs.acf.hhs.gov/video/tiered-supports-individual-learners>

Head Start Center for Inclusion

<https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/head-start-center-inclusion>

- Embedded Learning Opportunities (English & Spanish)

<https://headstartinclusion.org/training-materials/extended-professional-development-packages/embedded-learning-opportunities/>

## Mobile Apps

ELOF2GO Mobile App

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elof2go-mobile-app>

ELOF2GO Mobile App (Spanish)

<https://eclkc.ohs.acf.hhs.gov/es/preparacion-escolar/articulo/aplicacion-movil-mielof-en-espanol>

Head Start Resources App

<https://eclkc.ohs.acf.hhs.gov/professional-development/article/head-start-resources-app>

Head Start Resources App (Spanish)

<https://eclkc.ohs.acf.hhs.gov/es/desarrollo-profesional/articulo/aplicacion-recursos-de-head-start>

Ready DLL Mobile App

<https://eclkc.ohs.acf.hhs.gov/culture-language/article/ready-dll-mobile-app>

Ready DLL Mobile App (Spanish)

<https://eclkc.ohs.acf.hhs.gov/es/cultura-e-idioma/articulo/aplicacion-movil-para-los-dll>

Text4Teachers

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/text4teachers>

Text4Teachers (Spanish)

<https://eclkc.ohs.acf.hhs.gov/es/practicas-docentes/articulo/text4teachers>

## Online Communities

MyPeers

<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-collaborative-platform-early-care-education-community>

- Teacher Time Community
- Head Start Disabilities and Inclusion Network