Teacher Time

National Center on
Early Childhood Development, Teaching, and Learning

May 11, 2021

Supporting Infant Toddler Families Through Inclusion

Host
Treshawn Anderson, NCECDTL

Host
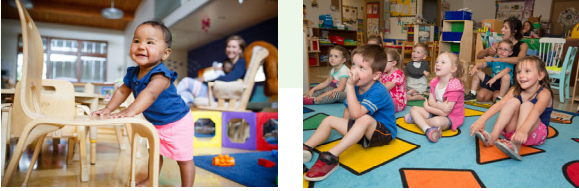Gail Joseph, NCECDTL

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Inclusion & Belonging

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Inclusion & Belonging

3 Infant Toddler Episodes

3 Preschool Episodes

3

Webinar Features

Slide Deck

Question & Answers

FAQs (English & Spanish)

Closed Captioning

Help

Media Player

Resource List

Speaker Bios

National Center on
Early Childhood Development, Teaching, and Learning

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Viewer's Guide

Viewer's Guide

This viewer's guide gives you ideas for creating learning environments for preschoolers. The reflection questions and activities will help you think about ways support children's learning. Helpful resources are 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.

"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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Inclusive early learning environments are places in which children, with and without disabilities, and their families experience a

- sense of belonging,
- positive social relationships,
- and development to reach their full potential.

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Inclusive Learning Environments

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This Includes Families Too!

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Research

When parents are involved in their child's early childhood program:

- Children experience greater opportunities
- Parents develop knowledge and skills, while also building connections and self-confidence
- Early childhood programs are better able to meet the needs of the children, families and the community they serve

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Research

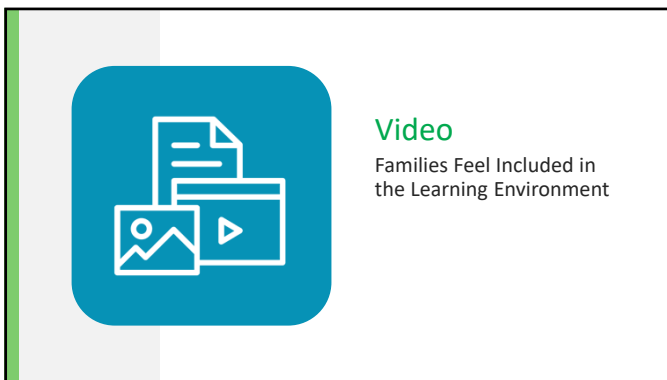When parents are involved in their child's early childhood program:

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Research

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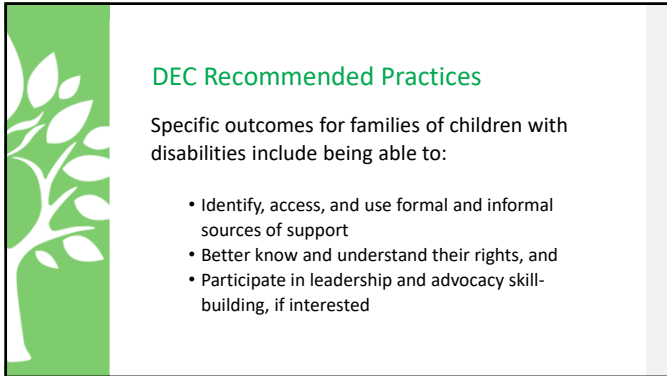
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Research

When parents are involved in their child's early childhood program:

- Early childhood programs are better able to meet the needs of the children, families and the community they serve

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DEC Recommended Practices

Specific outcomes for families of children with disabilities include being able to:

- Identify, access, and use formal and informal sources of support
- Better know and understand their rights, and
- Participate in leadership and advocacy skill-building, if interested

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Video

Families Feel Included in the Learning Environment

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"…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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Access

Educators provide children with access to a wide range of learning opportunities, activities, settings, and environments.

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Participation

Educators provide children with individualized support that allow children to participate fully in play and learning activities with their peers and meet developmental goals.

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Supports

Education staff use resources, professional development, and trainings to support their implementation of high-quality inclusive practices.

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Supports

Education Staff

Parents and Families

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Supports for Education Staff

- Professional development
- Trainings
- Coursework
- Mentor relationships
- Administrator support

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Supports for Parents and Families

- Family-Professional Collaboration
  - Relationship building
  - Active participation
  - Builds family and staff capacity

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Initial Conversation with Families

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Guest Expert

Dr. Enrica Hampton
Kindering
Early Learning Manager

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Guest Expert

Dr. Enrica Hampton
Kindering
Early Learning Manager

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Guest Expert

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Role of the Teacher/FCC Provider

- Provide information to the IFSP Team
  - Use observation and prior knowledge of child's development to inform decision-making

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Role of the Teacher/FCC Provider

- Provide information to the IFSP Team
  - Use observation and prior knowledge of child's development to inform decision-making

- Share information on Head Start's comprehensive services

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The IFSP Team

- Disabilities Services Coordinator
- Service Coordinator
- Therapists/Specialists
- Teacher or Family Child Care Provider
- Parents and Families

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Role of the Teacher/FCC Provider

- Implement the IFSP goals

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Role of the Teacher/FCC Provider

- Document children's growth and development

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Video
IFSP Meeting Process

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5 Key Aspects of Quality Inclusive Learning Environments

1. A safe and supportive physical environment
2. Inviting materials
3. A predictable schedule and consistent routines
4. Connecting and communicating with all children
5. Engaging interactions and meaningful learning experiences

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5 Key Aspects of Quality Inclusive Learning Environments

1. A safe and supportive physical environment
2. Inviting materials
3. A predictable schedule and consistent routines
4. **Connecting and communicating with all children**
5. Engaging interactions and meaningful learning experiences

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Communicating with
Children and Families
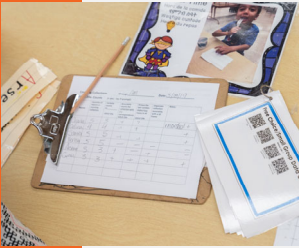
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Communicating with
Children and Families

• Assign a primary caregiver
    • Observe infants closely
    • Learn about families

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Communicating with
Children and Families

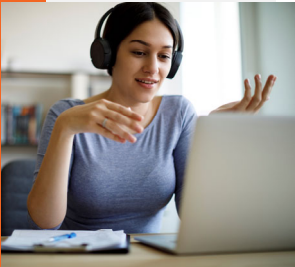• Track opportunities for
  connection with each
  child

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Communicating with Children and Families

- Ongoing communication
  - Education staff feel happier and more competent
  - Keep communication bidirectional
  - Builds trust and appreciation between education staff and parents

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Communicating with Children and Families

- Learn family's preferred method of communication
- Best times of day
- Preferred language

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Communicating with Children and Families

- Communication journal
  - Parents complete during drop off
  - Teacher responds during the day
  - Back-and-forth communication promote parent involvement

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Communicating with Children and Families

- "Getting to know you" book
  - Describes the infants and toddlers in the learning environment
  - Customizable pages for each child/family
  - Helps to meet individual children's/families needs

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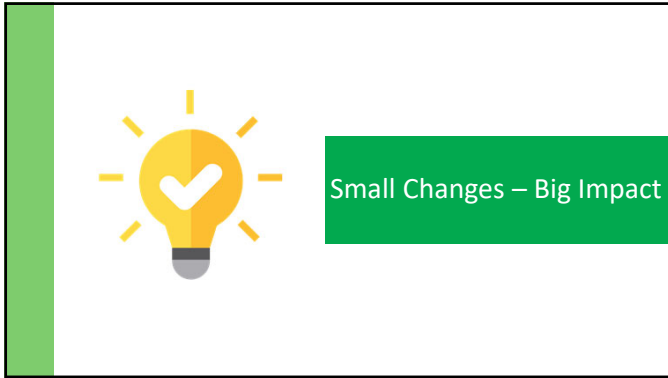**Communicating with Children and Families**

- Virtual communication
  - Video conference calls
  - Emails
  - Text messages
- Talk with administrators about free platforms and access for parents
- Virtual playdates or support groups for parents

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Small Changes – Big Impact

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Small Changes – Big Impact

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How books:
- Connect children to learning opportunities
- Provide advanced vocabulary
- Support engagement
- And how you extend learning beyond the book!

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BookCASE

My Face Book
By: Star Bright Books

The Five Senses: Sight
By: Ruth Spiro & Irene Chan

Babies Around the World
By: Puck & Violet Lemay

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Exploring the BOOKCASE

The Five Senses: Sight
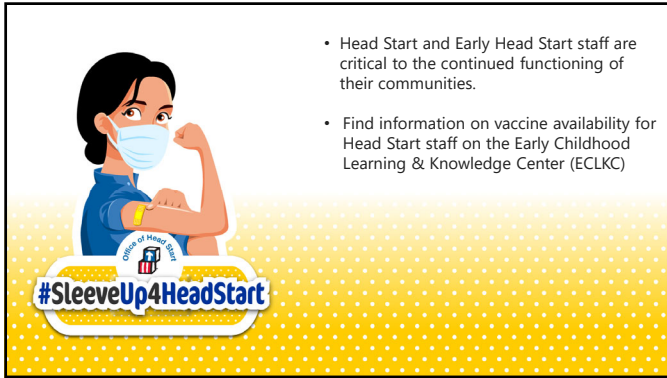By: Ruth Spiro & Irene Chan

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All About You

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Helpful Resources

National Center on
Early Childhood Development, Teaching, and Learning

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- Head Start and Early Head Start staff are critical to the continued functioning of their communities.

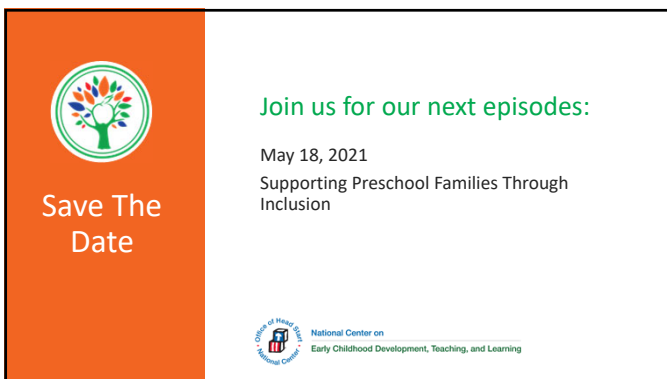- Find information on vaccine availability for Head Start staff on the Early Childhood Learning & Knowledge Center (ECLKC)

#SleeveUp4HeadStart

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Question & Answer Time

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Save The Date

Join us for our next episodes:

May 18, 2021
Supporting Preschool Families Through Inclusion

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