Inclusive schools begin with a philosophy and vision that all children belong and can learn in the mainstream of school and community life. The classroom is seen as a community where diversity is valued and celebrated and all children work, talk, cooperate and share.

Winzer and Masurek (1998, p. 103)
Module Outcomes

1. Understand the role of inclusive practices that support inclusion of all children in the early learning environments.

2. Reflect on individual perceptions and attitudes towards inclusion and inclusive practices.

3. Know the principles of Universal Design for Learning and its role in fostering an inclusive classroom environment.

4. Become familiar with the role of accommodations, modifications and assistive technology in supporting all learners in the TK classroom.

5. Identify developmentally appropriate inclusive practices to support all learners in the TK classroom.

6. Initiate lesson designs that personalize learning for all children in the TK classroom.
Module Activities

You are invited to explore current research and resources to reinforce and enhance your understanding of inclusive practices and supports for the TK classroom. You will participate in the following activities:

- Read research-based articles about inclusion, Universal Design for Learning, assistive technology, and accommodations and modifications.
- Watch videos and read correlating research-grounded articles about the impact of inclusive environments.
- Interact using online sources and/or face-to-face engagements: reflections, response charts or posters, website exploration, various dialogue exchanges, and scenario investigation.
Key Point: Effective Inclusion

Effective inclusive support must be a careful, collaborative process that creatively plans and delivers the specialized services, accommodations, curriculum modifications, and differentiated instructional strategies appropriate to the specific needs and strengths and interests of each child.
Key Point: Access, Participation and Supports

The defining features of inclusion are **access**, **participation** and **supports**.

- Students are provided **access** to a wide range of learning opportunities, activities, settings and environments.
- Some children may need additional individualized accommodations to **participate** fully.
- A system of **supports** must be in place to provide inclusive services to children and families.

(adapted from the DEC/NAEYC Joint Statement on Inclusion, 2009)
Key Point: Attitudes and Beliefs

Successful inclusion is dependent on the attitudes and beliefs of all stakeholders.

- Early childhood educational practices provide unique opportunities to influence the learning and development of all children, with and without disabilities.
- Research on inclusive education across ages and disabilities suggest that students learn equally as well or better in inclusive settings.
- The challenges of inclusive classrooms are not the students with disabilities but the adults who must work on their behalf. (Richardson-Gibbs & Klein, 2014)
Key Point: Universal Design for Learning

- Universal Design for Learning (UDL) is for all learners.
- UDL is a way to teach a group of diverse learners in the same classroom.
- Diversity encompasses all children.
Key Point: Individualized Supports

- Individualized supports enhance learning opportunities.
- For many students with disabilities—and for many without—the key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the instruction and other classroom activities.
Resources


