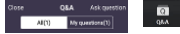


Please keep in mind:

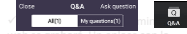
- ✓ You **will not** be able to see **yourself**.
- ✓ You **will** only be able to see the **panelists**.
- ✓ Your microphone is **muted** but you can communicate with us through the Q & A box.



- ✓ Please note: this webinar will be **recorded**. A link to the recording and presentation materials will be available online **within 48 hours**.

Por favor ten en cuenta:

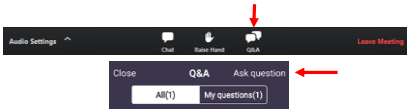
- ✓ **No** podrás verte a ti mismo.
- ✓ Solo podrás ver a los **panelistas**.
- ✓ Su micrófono está silenciado, pero puedes comunicarte con nosotros a través del cuadro de Q&A.



- ✓ Por favor, tenga en cuenta que esta grabación y los materiales de presentación estarán disponibles en línea **dentro de 48 horas**.

How to Ask Questions/
Cómo hacer preguntas:

- **Type** your questions into the **Q&A** box on your control panel anytime during this presentation.
- **Escriba** sus preguntas en el cuadro de preguntas y respuestas en su panel de control en cualquier momento durante esta presentación.



Inclusive Preschool

Dr. Mary Falvey,
Emerita Professor
California State University, Los Angeles



Building Capacity, what should it look like, and how do I evaluate whether it is working effectively or not?



Inclusive Preschools According to Division of Early Childhood (DEC) & National Association for the Education of Young Children (NAEYC)

- Access* to Inclusive Preschools
- Participation* in Inclusive Preschools
- Supports* in Inclusive Preschools





"No debería de importar que lento aprenden unos niños siempre y cuando los animemos a que no paren"

We Must Remove Barriers to Inclusive Education

Debemos Remover Barreras para Educación Inclusiva



Use Differentiation for & Honor Individualization of ALL!!!

¡¡Usar la individualización y honrar la individualización para TODOS!!!



Inclusion is:

- A Philosophy
 - A Practice
 - A Community
-
- Based upon research based practices
 - Based upon legal definition of LRE



What does it look like?

- Welcoming
- Belonging
- Participating
- Reaching one's full potential



Meaningful Inclusion at Preschool video

- <https://www.youtube.com/watch?v=a2wIqDw9868>

Accommodations that allow preschoolers equal access to:

- Policies
- Practices
- Procedures



Meaningful Participation

- Everyone belongs
- Everyone contributes that compliments strengths & abilities
- Everyone is respected, valued, and appreciated



Accommodations and Modifications in Preschool Settings

- Approaches to learning
- Physical and Motor Development
- Social & Emotional Growth
- Communication & Language



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Accommodations & Modifications for Preschoolers Learning

- Simplify & repeat directions
- Add visual supports & cues
- Sequence learning tasks from simple to complex
- Give repeated opportunities to practice
- Provide immediate, positive, & descriptive feedback
- Use concrete, manipulative & sensory materials
- Use an appropriate schedule for preschoolers
- Offer choices, including preferred activities
- Provide time for students to process experiences & information

Accommodations & Modifications for Preschoolers
Physical & Motor Development

- Ease handling by making materials larger, add handles, attach rubber grips
- Ensure accessibility (e.g., add Velcro, add a hand splint or elastic cord to toys)
- Enhance visual clarity or distinctiveness (e.g., add contrast)
- Allow extra time
- Recognize some children are uncomfortable with sensory activities

Accommodations & Modifications for Preschoolers Social
& Emotional Growth

- Adjust environment (e.g., lighting, noise level, distracting visuals, physical arrangements)
- Seating that encourages involvement
- Allow for focus or calming breaks or materials
- Provide support for transitions
- Model & role play coping strategies
- Label & discuss children's feelings
- Encourage children to solve ongoing problems themselves

Accommodations & Modifications for Preschoolers
Communication & Language Skills

- Provide verbal prompts for vocabulary words or responses
- Allow children to demonstrate their understanding in multiple ways (words, songs, pointing, gazing, using visuals, etc.)
- Use increasingly complex words, in context, & explain their meaning
- Help English language learners connect to their primary language(s) & connect with English
- Use letters of the alphabet, colors, shapes as they come up in real life situations.

Staff in an Inclusive Preschool:

- Have a "can do" attitude
- Collaborate with service providers and parents



Inclusion

- Promotes acceptance
- Strengthens families
- Builds confidence



Preschoolers in inclusive settings

- Learn to respect differences
- Demonstrate acceptance
- Have a better understanding of diversity
- Are less prejudiced
- Have more positive attitudes



Inclusion is...



- Where everyone belonging
- Shared thinking & teaching where every child has value & participates in a meaningful ways
- A belief in every child's inherent right to contribute to their community
- An approach where individualized accommodations promote access to child care and preschool programs
- A community where program staff & families work together and are supported by resources and training
- A shared space & learning opportunities for preschoolers with and without disabilities

Play is so important for all preschoolers because it teaches:

- Social skills
- Fine & gross motor skills
- Language & communication
- Cause & effect
- Pre-literacy & math skills
- Creativity
- And so much more



Adapting toys and materials



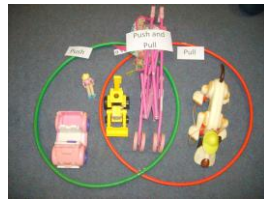
Ways to adapt toys or games

- Confining
- Stabilizing or securing
- Extending or enlarging
- Enhancing or adding
- Simplifying or reducing



Examples of Confining Toys

- Using a hula hoop or two
- Using a box lid(s)
- Using a toddler pool
- Using a tray with a raised edge or lip



Stabilizing Toys so to keep them from flipping over & out of reach

- Velcro, suction cups, small clamps or clips
- Non-slip shelf lining
- Magnetic strip attached to a toy for a cookie sheet
- Toys with wide bases
- Placing the toy in putty or playdoh



Extending, or adding something to manipulate or grasp

- Adding knobs or dowels to items, such as puzzle pieces
- Building up items such as paint brushes, crayons, silverware using grippers, tape, putty, sponge, etc.
- Extending the length of an item such as a paint brush so it is easier to hold



Enhancing means to add something, to the toy to make it more appealing to the child

- Adding swatches of sandpaper, or other textures, to blocks, tops of cars or trucks
- Adding food coloring to water table, adding paint to shaving cream
- Adding contrasting colors to specific parts of toys



Simplifying, which refers to reducing the steps, removing some steps, or replacing pieces for an easier fit.

- Reduce the number of pieces available to a child (e.g., cover up a portion of the puzzle)
- Use a smaller shape to go into shape box so its easier to fit



Student Centered Classrooms

- Active learning
- Collaborative learning
- Differentiation
- Social-emotional learning
- Student voice
- Technology integrated



Students' strengths based learning

- Criterion of the Least Dangerous Assumption
- Look for & highlight student strengths
- Reduce reliance on skills that highlight student deficits



Differentiation in Preschool Classrooms

- Varied learning areas
- A variety of opportunities for students to explore their developing skills playfully
- Materials that have more than one way to be used and children who are engaged with these materials
- Teachers playing with her students
- Teachers who carefully select materials to fit the students' specific developmental levels & chronological age.
- When that teacher is playing, she is shifting how she speaks, what questions she asks, and how she models using the materials based on the child using it.

Universal Design of Learning in Preschool

- **Multiple means of representation** to give learners a variety of ways to gain access to information & content
- **Multiple means of engagement** to gain & maintain learner interest
- **Multiple means of action & expression** to provide learners with a variety of ways for demonstrating what they know



Making Action Plans (MAPs)

- Relevant family, health, and educational background
- What are the students' interests, strengths, likes/dislikes
- What are the dreams, hopes, and goals for the student
- What are fears for this student, the things we want to avoid
- What is needed to be put in place in order to achieve the dreams
- Action plan

Examples of Visual Aides



Multi-Tiered System of Support (MTSS)

- MTSS is a framework to provide targeted support to struggling students.
- It screens all kids & aims to address behavioral and academic issues.
- The goal of MTSS is to intervene early so students can catch up with their peers.

Role of the Paraeducator in Inclusive Preschools

- leading small group instruction designed by the teacher,
- gathering materials,
- providing assistance for personal care and other physical needs,
- assisting students to complete directions given by the teacher,
- facilitating interactions between students,
- adapting lessons under the teacher's guidance, and
- executing other, often unseen, but very important tasks for the classroom community.

How to effectively support, train, & evaluate paraeducators

- Paraeducators support inclusion, leading to increased student performance & social interactions for students with disabilities, & increased compassion & empathy among students without disabilities.
- Paraeducators advocate & support development of advocacy skills in students
- Paraeducators support teachers in classroom management
- Paraeducators provide individualized instruction to students.
- Paraeducators allow for flexibility in the delivery of educational services, although the flexibility comes with a potential for abuse.

Who should be on the Preschool Inclusion Team?

- Preschool teacher
- Special education teacher
- Paraeducators
- Related Service personnel (e.g., Speech, OT, PT, BCBA)
- Parents & other Significant Others
- Administrator



Great Expectations Inclusive Preschool video

<https://www.greatexpectationsmarin.org/>

Pledge for Inclusion

I pledge to Accept, Respect, & Include people of ALL abilities, including my peers with special needs and disabilities. Inclusion starts with me!