

Inclusion *in the* **CLASSROOM**

Supporting children with differing abilities

Environment

Space, materials, equipment, routines, and activities that support each child's learning across all developmental domains.

Families

Ongoing activities that promote the active participation of families in decision making related to their child and achieve the goals they hold for their child.

Instruction

Intentional and systematic strategies that inform what and when to teach to maximize learning and improve outcomes for young children.

Interaction

Strategies that foster children's social emotional competence, communication, cognitive development, problem solving, autonomy and persistence.

Teaming & Collaboration

Strategies for interacting and sharing knowledge and expertise in ways that are respectful, supportive, enhance capacity and are culturally sensitive.

Assessment

The process of gathering information to make decisions.

Coaching Corner

Questions to guide inclusive practices in the classroom.

Environment

Establishing an inclusive environment promotes nurturing and responsive care giving that can foster each child's overall health and development.

Social emotional learning is an integral part of teaching children how to regulate and process feelings and emotions.

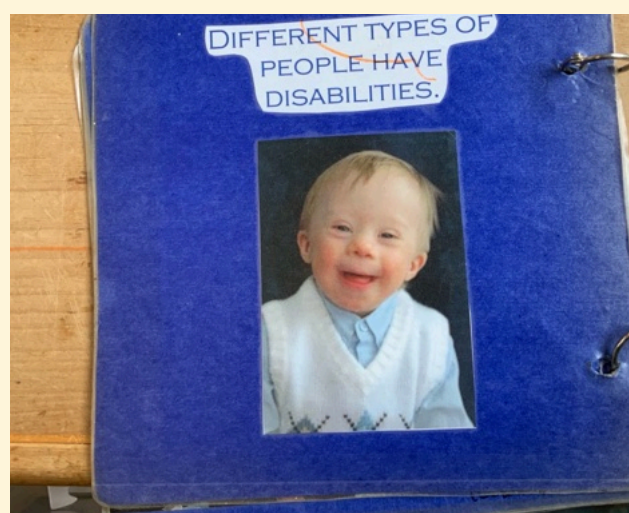


Visual timers help children stay on task.



Class books are a great way to celebrate and learn about differing abilities.

Providing opportunities for movement can help children re-focus.



Adaptive seating can be used to support children that may not be able to sit at group independently.



Families

Building relationships and establishing connections with families ensures children's success inside of the classroom.

Family surveys and questionnaires can help you get to know your families and learn their goals and expectations for their child.

Child's Name: _____

My teachers want to know about my preferences:

Favorite Toys/Activities _____
Least favorite _____
Favorite Foods _____
Least Favorite _____
Do I prefer to play alone or with others? _____
People in my life whom I behave well with _____
Those people who I don't behave well with _____

About your family:

What holidays do you celebrate? _____
What traditions do you honor that are unique to your culture? _____
Do you have any skills or talents that you would be willing to demonstrate or share? _____
Do you speak any languages other than English? _____
Which family members live in your home? _____
How do you like to communicate? _____
When is a good time to communicate? _____
What is your child's morning and evening routine like? _____
How do you handle behaviors, discipline, and rewards at home? _____
What are some goals you have for your child this school year? _____
Is there something specific we can do to better to support you and your child? _____

Name: _____ 1st Attempt _____ Time: _____
Address: _____ 2nd Attempt _____
_____ 3rd Attempt _____

_____ conducting the conference: _____

_____ assessment results were reported for: _____ LAP-D _____ 1st LAP-R/3 _____ 2nd LAP-R/3 _____ 3rd LAP-R/3

_____ observations of child's growth and development in the home include: _____

_____ report of child's current interests and activities: (favorite foods, books, toys, places) _____

_____ concerns regarding the child's social-emotional development, behavior, health, or nutrition. _____

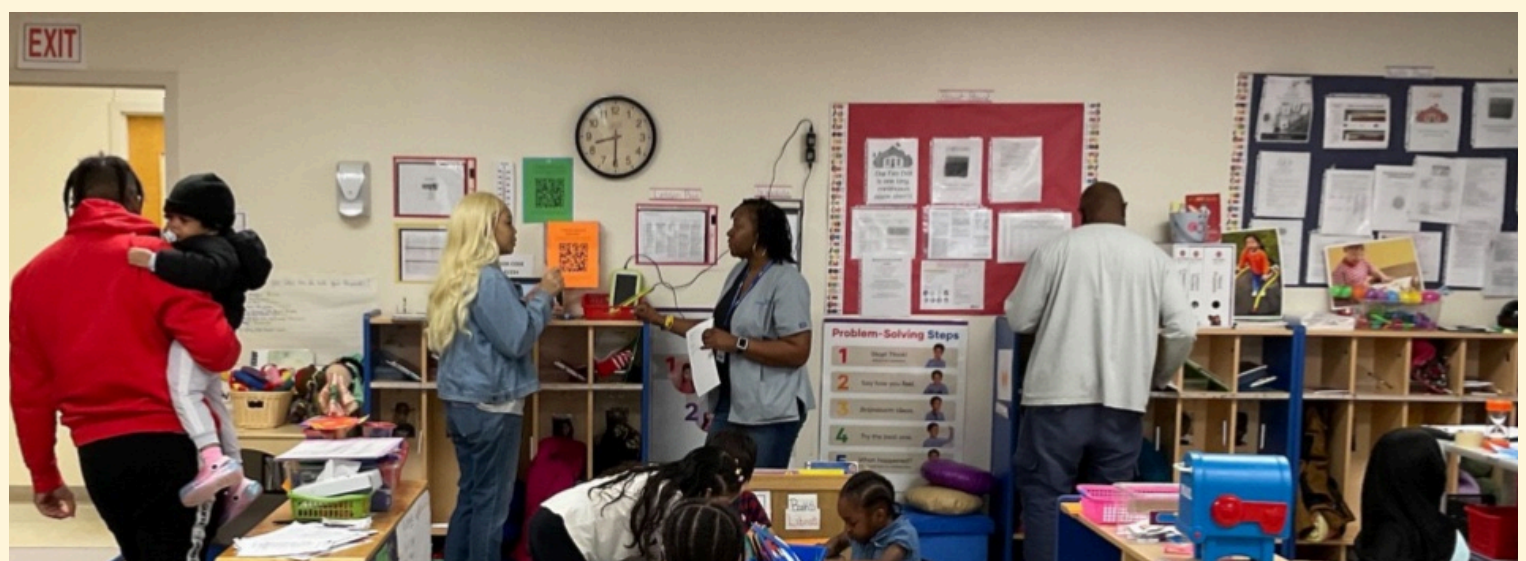
_____ questions, concerns, and/or suggestions regarding the Pre-K Program. _____

_____ (s) Signature: _____ Date: _____
_____ Signature: _____ Date: _____
_____ Signature: _____ Date: _____

8-68 Conv to parent/original in child file



Building connections with families establishes trusting relationships.

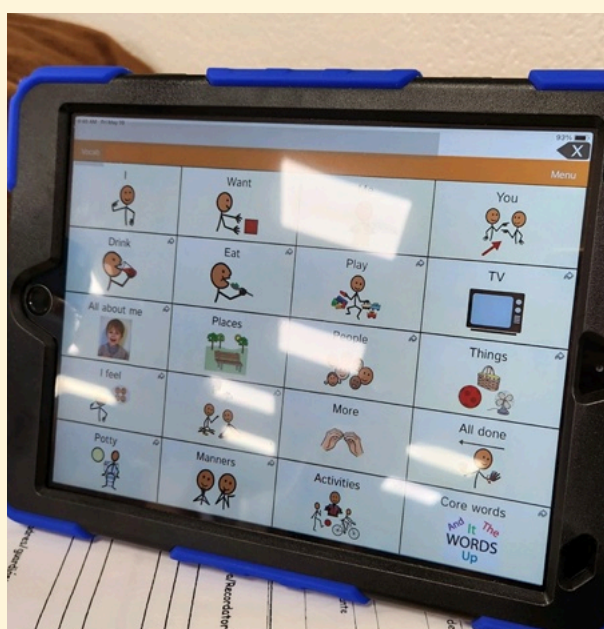
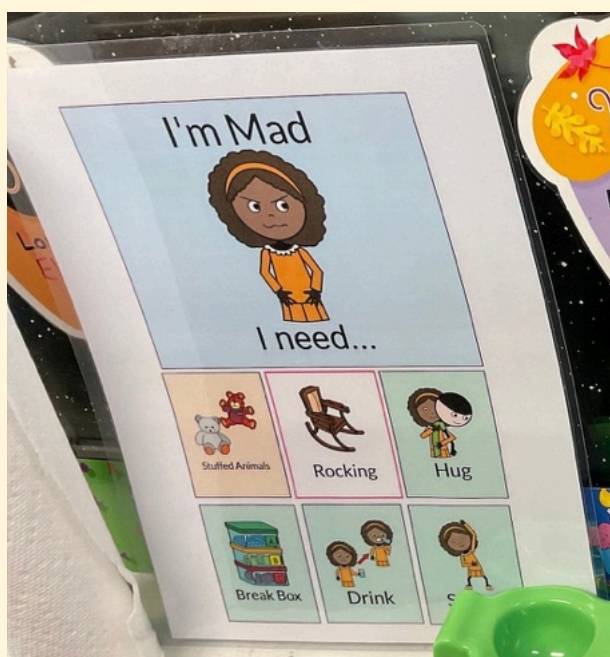


Having time set aside to meet with parents can build meaningful connections. Drop off and pick up can be a great time to touch base daily.

Instruction

Developmentally appropriate instruction that meets the needs of each individual learner.

Instruction should include adaptive materials that meet the diverse needs of all children.



Communication boards can be used to support children with limited language and speech.

First, Then boards can be used with children who are not ready for a more complex visual schedule.



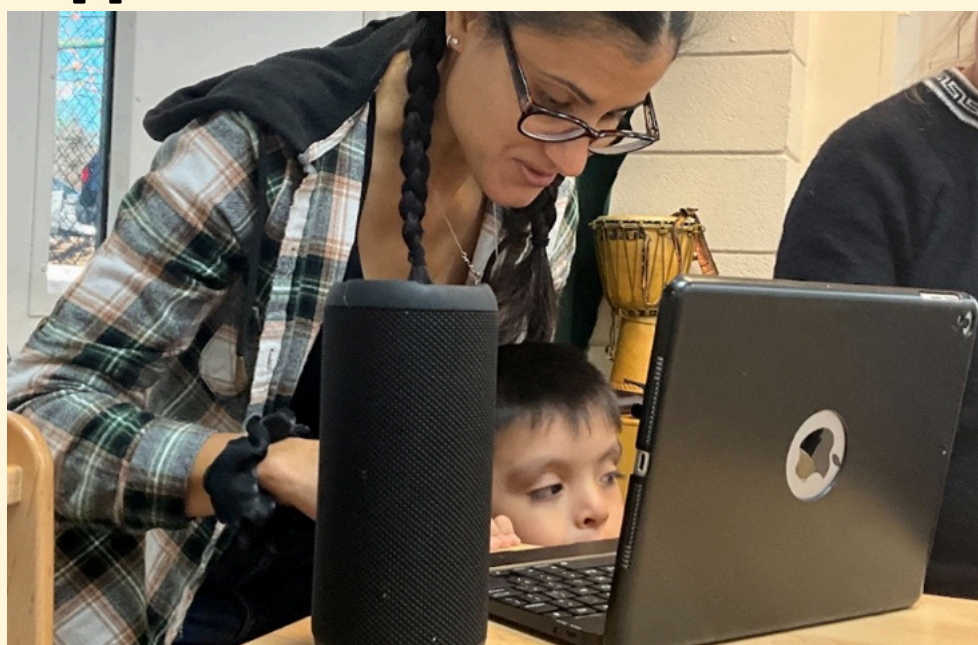
Interactions

Sensitive and responsive interactions are the foundation of children's learning.

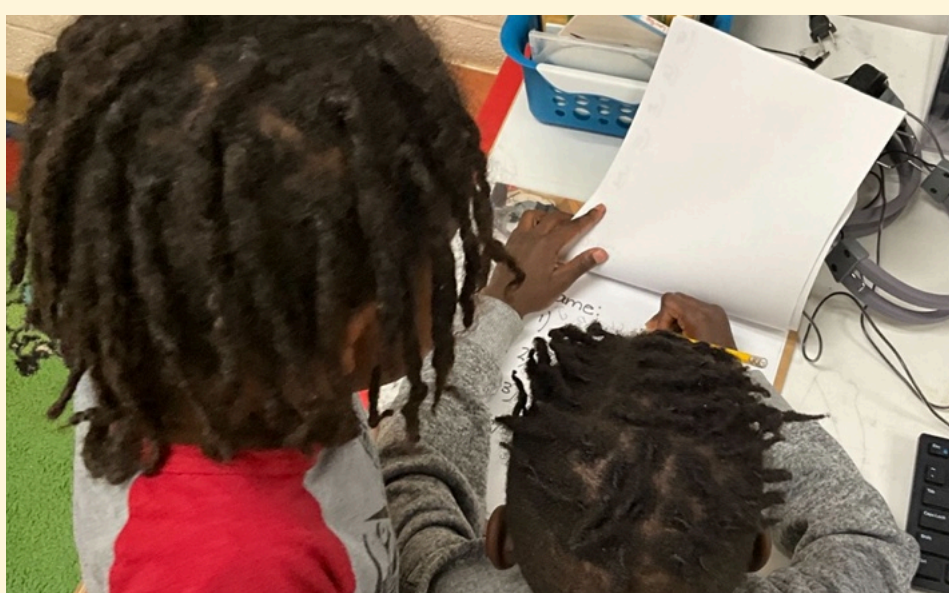
Teacher uses sign language to communicate with a child who is hearing impaired.



Teacher uses hand over hand supports.



Peer models can help children who may need more support become successful at every day tasks.



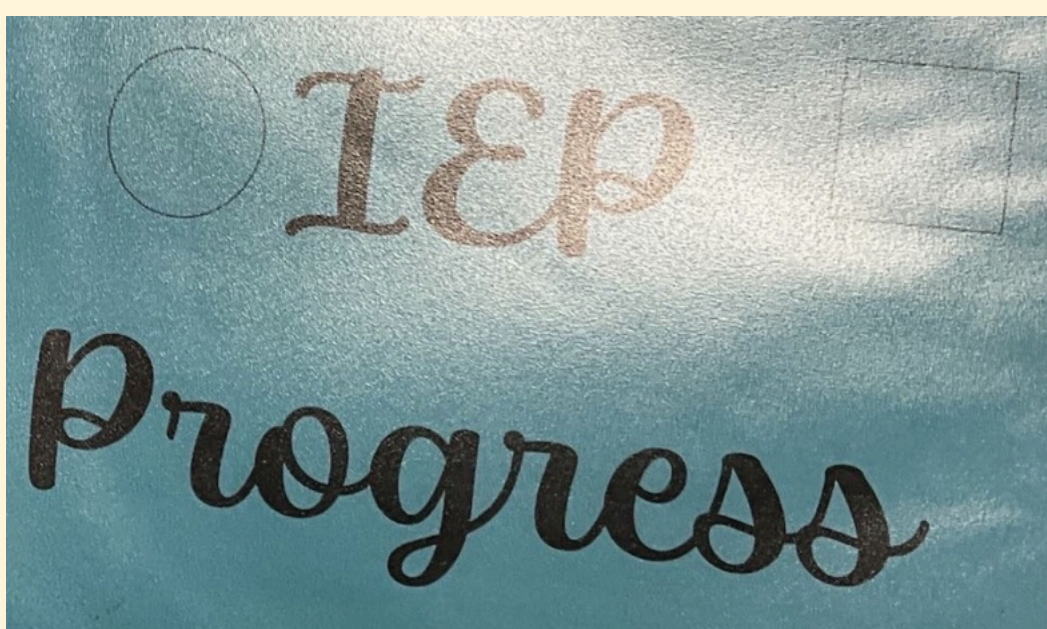
Children helping a peer with a disability to do a balancing activity.



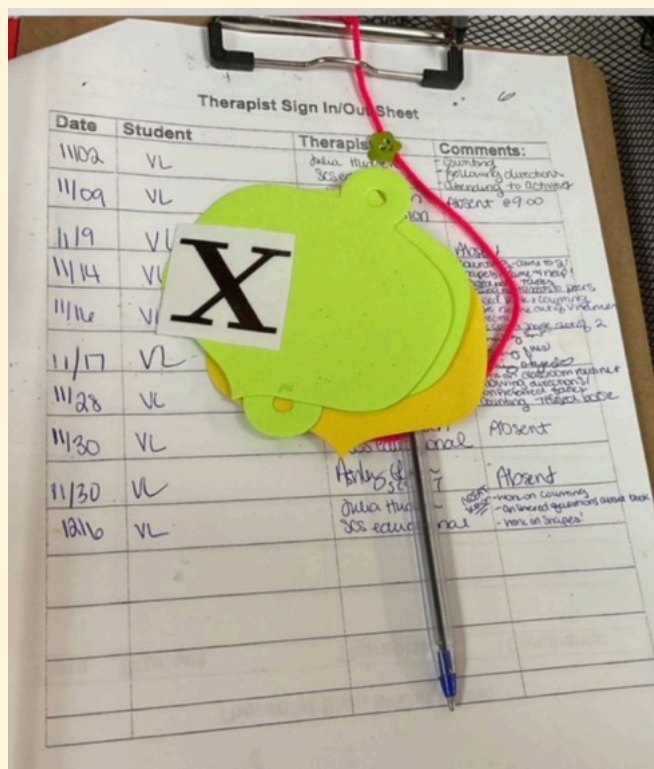
Teaming & Collaboration

All team members (families, therapists, teachers, administrators etc.) collaborate to achieve desired outcomes

Communication binders can be used as a way to keep all members of the team up to date on individual children's progress and the accommodations being used in the classroom.



Therapist documentation logs help keep track of services being provided and opens the lines of communication between teachers, therapists, and families.

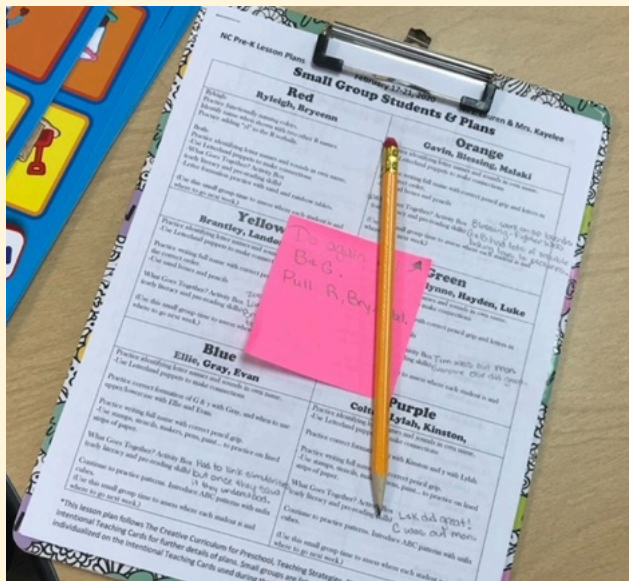


Therapists work with children in an inclusive setting. This allows the teacher to observe what skills they are working on and implement them into practice daily.

Assessment

Assessment determines the eligibility of services and guides the planning and implementation of accommodations and activities for all children.

Assessment data can be used to create and implement small groups that focus on specific skills.



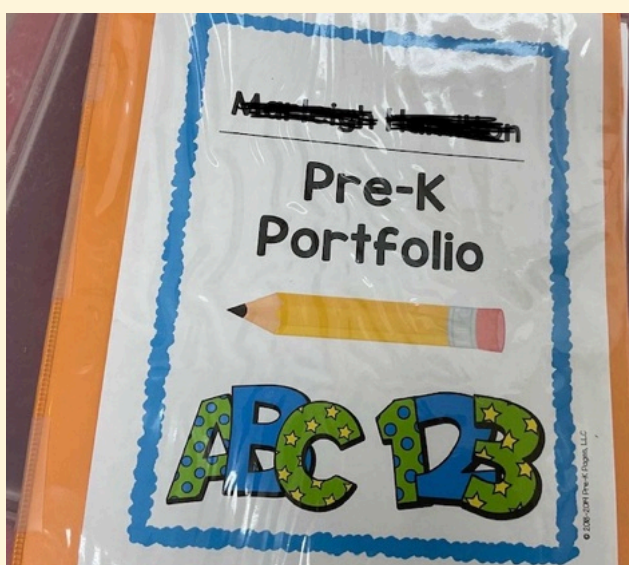
Data trackers can help educators stay organized and quickly access important information. It is important to find a system that works for you.

Name	Accomplished	Needs Practice	Notes
Abigail	counted some	✓	
Adelynn	counted some	✓	
Allie	matched ✓		
Asher C.	match ✓		
Asher H.	matched ✓		
Cason	counted ✓		
Chelsea B.	matched ✓		
Chelsea F.	counted ✓		
Ella	counted ✓		
Genieva	counted/matched ✓		
Jase	matched ✓		
Jensen	counted ✓		
Josie	matched ✓		
Parker	counted ✓		
Peyton	counted ✓		

Anecdotal notes are used to track individual student skills, behaviors, and progress.



Portfolios are a great way to have children participate in reviewing their own progress and development.



Coaching Corner

Questions to guide inclusive practices in the classroom.

- How do you recognize the strengths, needs, interests, and abilities of your students with disabilities?
- How do you follow the lead of children with disabilities while they are engaged in everyday activities?
- How do you focus on what a child with a disability can do?
- How do you provide necessary supports, accommodations, or adaptations to maintain child engagement in activities?
- How do you make targeted modifications to the materials and environment?
- Adaptations start with the child. What are their interests? What are their goals? What are you working on? What are their routines?
- How do you adapt the daily schedule and routines to make it meaningful and engaging for children with disabilities? How do you make sure they are included and not separate from the rest of the class?
- How do you respond to your students with disabilities?
- To what extent does your environment encourage independent exploration for all children, especially children with disabilities?

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