April 13, 2021

### Learning Materials that Promote Inclusion for Infants and Toddlers

**Host**  
Treshawn Anderson, NCECDTL

**Host**  
Gail Joseph, NCECDTL

---

---

---

---

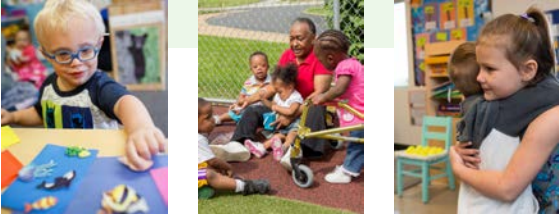
---

---

---

---

### Inclusion & Belonging



---

---

---

---


---

---

---

---

### Inclusion & Belonging



3 Infant Toddler Episodes      3 Preschool Episodes

---

---

---

---

---

---

---

---

### 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

---

---

---

---

---

---

---

---

### Viewer's Guide

---

---

---

---

---

---

---

---

### Poll

- How is your program operating?

---

---

---

---

---

---

---

---



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.

---

---

---

---

---

---

---

---



Inclusion = Practice



Belonging = Feeling



---

---

---

---

---

---

---

---

Inclusive Learning Environments



---

---

---

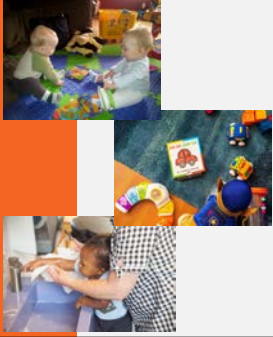
---

---

---

---

---



### Inclusive Learning Environments

- Arrange the physical space for easy access
- Responsive schedules
- Support social engagement
- Select engaging materials
- Modify teacher interactions

---

---

---

---

---

---

---

---



### Individual with Disabilities Education Act (IDEA)

- Ensures that a free and appropriate education is available to all eligible children with disabilities



---

---

---

---

---

---

---

---



### Inclusion & Belonging Through Infant Toddler Learning Materials

---

---

---

---

---

---

---

---



“...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

---

---

---

---

---

---

---

---



### Access

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

---

---

---

---

---

---

---

---



### 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.

---

---

---


---

---

---

---

---



**Supports**

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

---

---

---

---


---

---

---

---

**Participation**



Using a wide range of teaching practices to help children engage in the learning activities.

---

---

---

---

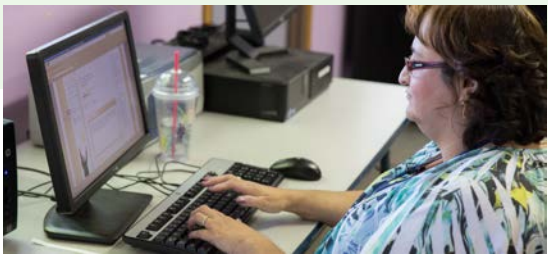
---

---

---

---

**Participation**



---

---

---

---

---

---

---

---



**Participation =**

- Learning
- Thriving
- Meeting developmental goals
  - ELOF
  - IFSP

---

---

---


---

---

---

---

---



**Video**  
Participation in the Infant  
Toddler Environment

---

---

---


---

---

---

---

---



**Video**  
Participation in the Infant  
Toddler Environment

- Assistive devices are easy to use
- Participate in activities alongside peers
- Teacher support to move about the environment

---

---

---

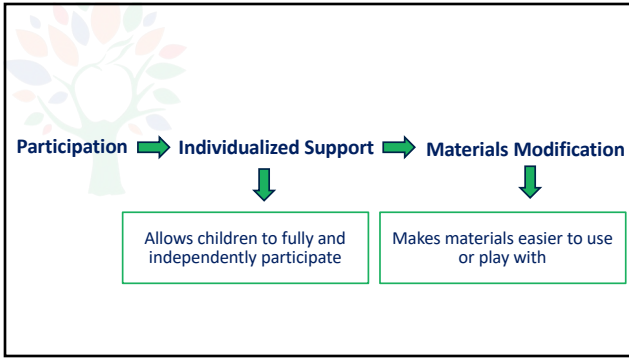
---

---

---

---

---



---

---

---

---

---

---

---

---



### Modifications

- **Small changes** that make a **big impact**.
- Individualized and help children participate
- Builds children's sense of belonging
- Ongoing process

---

---

---

---

---

---

---

---



### Modifications

- Provide access
- Promote participation
- Provide meaningful interactions
- Support greater learning opportunities

---

---

---

---

---

---

---

---





### Modifications

- Use modifications when children are interested BUT not participating.
- Check out the Head Start Center for Inclusion (see viewer's guide)

---

---

---

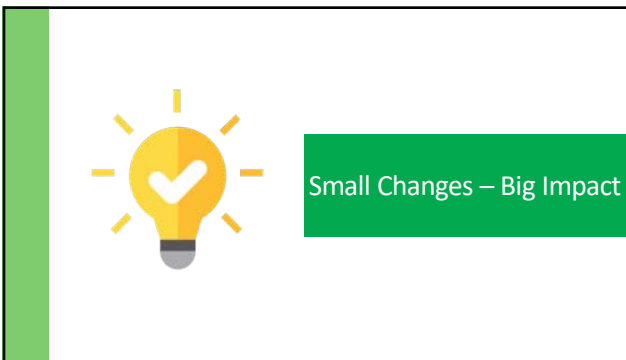
---

---

---

---

---



---

---

---

---

---

---

---

---



### Small Changes – Big Impact

---

---

---

---

---

---

---

---

Small Changes – Big Impact



---

---

---

---

---

---

---

---

Small Changes – Big Impact



---

---

---

---

---

---

---

---

Small Changes – Big Impact



---

---

---


---

---

---

---

---



### 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

---

---

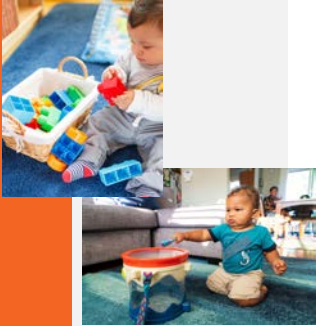
---

---

---

---

---



### Inviting Materials

- Exploring materials supports infant's and toddler's creativity and curiosity
- Learning from families helps to create culturally responsive environments

---

---

---

---

---

---

---



### Reflection



---

---

---

---

---

---

---

Reflection

**Viewer's Guide**

The content of this slide is intended to provide information to help you understand the content of the slide. It is not intended to be used as a substitute for professional advice or as a basis for any legal or other liability.

**Reference of Early Childhood Inclusion**

The purpose of this slide is to provide information to help you understand the content of the slide. It is not intended to be used as a substitute for professional advice or as a basis for any legal or other liability.

### Reflection

- 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?

---

---

---

---

---

---

---

---

### Strategies for Adapting Materials

- Materials at optimal position for the child
- Stabilize materials
- Modify the child's response
- Make the materials attractive

---

---

---

---

---

---

---

---

### Have Materials at the Optimal Position



- Place materials nearby on the floor
- Place family pictures and artwork lower on the wall

---

---

---

---

---

---

---

---

### Have Materials at the Optimal Position



- Lower placement of materials
- Lap desk on the floor for balance
- Easel on a table to keep children's attention

---

---

---

---

---

---

---

### Stabilize the Materials



- Stabilize materials using tape, Velcro, non-skidded backing
- Stabilize furniture for infants and toddlers

---

---

---

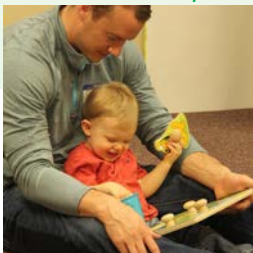
---

---

---

---

### Modify the Child's Response



- Add large foam grips or wrap masking tape around crayons, markers, eating utensils
- Use puzzles with knobs or handles
- Add tabs on books

---

---

---


---

---

---

---

**Make Materials Attractive**



- Add shiny textures to materials
- Add mirrors
- Use objects and books with
  - Bold and simple designs
  - High-contrast colors

---

---

---


---

---

---

---

---



**Video**  
Adapting Materials

---

---

---


---

---

---

---

---



**Video**  
Adapting Materials

- Make the music activity larger and brighter by adding scarves
- Modification for children with visual & hearing impairments
- Inclusive of all children

---

---

---

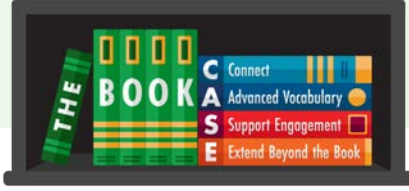
---

---

---

---

---



How books:

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

---

---

---

---

---

---

---

---

BookCASE



See, Touch, Feel  
by Roger Priddy

Baby Touch: Vehicles  
by LadyBird

Cloth Books for  
Babies

---

---

---

---

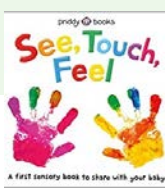
---

---

---

---

Exploring the BOOKCASE



See, Touch, Feel  
by Roger Priddy

---

---

---


---

---

---

---

---



All About You

Office of Public Health  
National Center on  
Early Childhood Development, Teaching, and Learning

---

---

---

---

---

---

---

---



Helpful Resources



Office of Public Health  
National Center on  
Early Childhood Development, Teaching, and Learning

---

---

---

---

---

---

---

---



**PUSHPLAY**  
DTL On Demand

Get access to more  
webinars and resources

Office of Public Health  
National Center on  
Early Childhood Development, Teaching, and Learning

---

---

---

---

---

---

---

---





**Save The Date**

Join us for our next episodes:

April 20, 2021  
Learning Materials that Promote Inclusion for Preschoolers

May 11, 2021  
Supporting Infant Toddler Families Through Inclusion



National Center on  
Early Childhood Development, Teaching, and Learning

---

---

---

---

---

---


---

---



**Question & Answer Time**





National Center on  
Early Childhood Development, Teaching, and Learning

---

---

---


---

---


---

---

---



**Thank You**



National Center on  
Early Childhood Development, Teaching, and Learning

This training was supported by the Administration for Children and Families (ACF) of the United States (U.S.) Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$10,200,000 with 100% funded by ACF. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement by ACF/HHS, or the U.S. Government. This resource may be duplicated for noncommercial uses without permission.

---

---

---

---

---

---

---

---