

Program for Infant and Toddler Care

Part 2: *Inclusion Works!* Promoting Inclusion Through Collaboration and Adaptation

Linda Brault:

This is part two. Looking at the revised version of *Inclusion Works!*, and we're gonna focus on Promoting Inclusion Through Collaboration and Adaptation Today. So, I'm Linda Brault, I work for WestEd. I also was the primary author on *Inclusion Works!*, both the first edition and now the revised edition, which is not quite out, I will tell you, it is not quite available, but it is any day now, like hopefully in the next couple of months it will be posted. And I'll tell you about where to find that when we get to the end. It is being published by the Early Learning and Care Division of the California Department of Education.

However, it is not going to be published in paper form at this point. It will be available only as a download. But you, again, will be able to get information about that. So, here we all are, we're doing this webinar via Zoom. We have muted everybody, and we ask that you keep yourself muted because of the number of people and the amount of time that we have. So, webcams are optional. You're welcome to have them on or off. And you can use the chat feature, and if you just click on the chat icon, it'll appear and you can type there. We will ask you to keep your comments relevant, and we will not be responding to all questions, but we will look at them at a later date.

And if there's something urgent, you can certainly put it in there and Keiko and Elizabeth Crocker, will be monitoring it. So, many of you know me, I have been working on inclusion and partnership with the PITC since 1999. And we are excited to share this work with you right now. I will say that *Inclusion Works!* is not a birth to three document, it is a birth to age 12 document. So, it covers a lot broader age range, but there are infant toddler examples as well as examples from other ages. And I think you can learn from it, however, whatever age group you're working with. So, what I did in part one is I talked about chapters one through five.

So, we covered one through five in the last webinar, and so today we're gonna be focusing on Collaborating for Inclusion and some examples of the strategies that happen, and a little bit about the appendices. So,

chapter six is about Collaborating for Inclusion. And what's really nice to know, and I love to point this out to people, when children who have disabilities are receiving services in the general childcare setting, that means they often have another team of people available to think with, to talk, to learn from. So, we always wanna work closely with the family. Family members are your best source of information for all children.

However, if a child has an IEP, an Individual Education Plan, or an IFSP, Individualized Family Service Program, they will have additional specialists working with them. So, you wanna make sure you tap into those people's expertise. So, we know that family members are your first and most important resource, and you wanna always be striving for an open collaborative partnership with them. One of the hardest conversations to have with families is when you're concerned about their child's development or behavior and they are not yet aware or you're not sure if they're aware. And we did talk about that last time.

So, now we're talking about families, where the child's disability or delay is known and that's something that you could approach them and talk to them about. I think it's sometimes intimidating for people in the early education community. They might think, oh, I'm just an early educator, I don't have as much to offer to this collaboration. And I would say that's not true, that many of the people who get trained as a speech therapist, for example, they're trained in ages from birth to 21, and they may not have had a lot of experience with very young children or young children in group settings.

Most of their work may have been done one-on-one. So, I think you would have a lot to share with people, such as a speech therapist or even special educators, who have had less opportunity for children who are typically developing in large groups. So, I just wanna, I just wanna really reinforce the fact that this is a collaboration that is mutually beneficial for all, for the family, for the specialist, and for the early educator. There are some elements to collaboration that will take you far. And so, kind of the basic five are having a lot of respect for family member's knowledge and experience with the child, realize that they're having to figure things out with this child all the time.

So, if the child has a physical disability or intellectual disability or difficulty with transitions, they have some tools that they've been using for a while when you get their child. You wanna have really regular and clear communication with everyone involved with the child. You wanna make sure that you know what the latest recommendations are from any outside services that are being provided. And you wanna be sure that you're letting the parents know about things that are happening in the

setting. And when you are collaborating, it has to have its own kind of space. You need time set aside for collaboration, and I will acknowledge that nobody has enough time to do what they're supposed to do to begin with.

So, really carving out that time for collaboration is something to prioritize. And I think that this is a good place for administrators and others who are supporting inclusive settings to think about, how are you building in time for teachers to collaborate among themselves, to collaborate with any specialist involved, and to collaborate with families? It also is super helpful if you have a shared vision in the program, if you understand that, we talked about last time in part one, the importance of focusing on belonging. That really everything you do with the children is going to be supporting them to feel more connected to this group, to this classroom, to this home.

Whatever it is that you can do as your shared vision will help. And as you're collaborating, the meetings that are held with the specialist, called the Individualized Education Plan meetings, or the Individualized Family Service Plan meetings, IEP, IFSP meetings, there's an important role for the general education staff to be in those meetings. So, if you're, if the child is new to your setting and you're in the meeting, you can provide a lot of the current curriculum, what are the things that you're working on? What's really important? And what are you addressing?

When you've been serving a child in your program, you can let them know how he is utilizing or she is utilizing the skills they're working on and what kinds of things really seem to motivate them, because that will be helpful for everybody. So, I just wanna point that out. I'm going to share a little bit, as I said, we have several videos. So, we have one whole video, that's available that focuses on collaboration. This is just a snippet of the video. So, this starts with a couple of parents of a child who has, who is blind, and they're talking about what they've been able to do in their collaboration, and then it moves into co-teaching collaboration.

So, I'm gonna let you watch a little chunk of this video right now. I think I am...

Mother: Be a composer, I don't know, you know, the center has really helped him find what he's good at.

Provider: It's meeting each of their needs in their own way and partnering with their families, because that's gonna be your biggest ally in helping that child. So, asking the families, how can I help you? What is your goal for your child? And working with them towards that.

- Linda Brault:** In the co-teaching context, multiple perspectives are able to be shared when planning for successful inclusive experiences.
- Provider:** We have a new theme that we're gonna be preparing for, neighborhood theme.
- Linda Brault:** The general educator, or the provider, has an understanding of the group, and the developmental appropriateness of activities.
- Provider:** So let's start with approaches to learning and seeing what would be something that would be a good starting point for this theme.
- Linda Brault:** While the special educator often brings a focus on individualization.
- Provider:** ...and actually going out and visually showing them.
- Special Educator:** Which is great 'cause Luna's been doing her orientation and mobility exercises, and practicing safety in the crosswalks, so she'll get to go farther.
- Edy Purcell:** Sometimes there are philosophical differences that need to be worked out, particularly around the balance between teacher directed and child led activities. These differences can be managed through respect and learning together what works best in inclusive settings.
- Linda Brault:** Dedicated time for communication is important. With co-teaching, the team is able to talk daily. However, time will still be needed for planning and problem solving.
- Co-Teacher:** Now what about for social and emotional?
- Narrator:** When major modifications are needed, a pre-meeting can be held with the special educator, family, and teaching staff.
- Marlo Lopez:** We start off as a team, and we work just like we would with any other teacher in the classroom. It becomes this dance; it becomes this natural flow that occurs in the classroom. And you don't really even see the roles as different in the end, that it's just a natural thing that happens. We were right here, and you were making a guess of what was gonna happen next. So, let's find out.
- Debbie Wagner:** Is it the gerbil next? Do you remember?
- Marlo Lopez:** We stay in communication on a daily basis. Both of us are here every day, and we have our Friday meetings, and that is the time when we're able to

recap the week and see what things worked, what things didn't work, what challenges we would like to work on for the following week.

Co-Teacher:

Were you thinking of doing that like a small group, kind of just introducing it?

Debbie Wagner:

Supporting children with special needs really requires a lot of communication in a lot of areas. Jose's IEP is coming up on Tuesday, and one of my plans for his next IEP is to increase his social emotional skills. It might be supplies, medical procedures, parents disclosing something that we both need to know.

Marlo Lopez:

At the very beginning of the year, if there are children that are coming into the program that Debbie is already aware that we might need to do some additional planning for, we'll have what's called a staffing, where Debbie, myself, the parents, anyone that's gonna be involved in the child's life, and we meet before school even begins to make sure that we have everything needed for that child, so that we are sensitive to any issues that could come up. Tell mom what we were doing outside. What were we practicing?

Linda Brault:

So that just gives you a little glimpse into one part of the video. So, the first third of that video is on collaboration with families. The middle third is on co-teaching and collaboration. And the final third is on collaborating with specialists. And we do really recommend what's called push-in services versus pull-out services.

So, if a child is getting speech therapy services, rather than having the child leave the classroom and go to a separate spot, or even go to someplace separate in the classroom, we would encourage a small group of peers to be with the child getting the speech therapy, and maybe one of the teachers or a teacher assistants to be accompanying, so that the therapy happens for that one hour or 20 minutes or whatever the amount of time, but the activities and the knowledge that's gained from the interactions can be reinforced and utilized throughout the whole week so that that child is actually getting more practice and more opportunities.

So, as I say, collaboration is really important. We also, again, know that not every program has had experience or positive experience with collaboration. So, it sometimes takes people working at a kind of a high level to make some decisions about what does it look like if we do push-in therapy versus pull-out therapy. So, if you're a frontline teacher and you think this is something that you're wanting to explore, you might wanna see if your director or anyone has been in touch with the powers

that be, the school district people who are providing the services, or the early intervention providers. Because again, it's something that you have to do some planning for it to happen.

Chapter seven takes something that was introduced in an earlier chapter about the most common modifications, adaptations, and supports that are used. And they did this study by going into preschool classrooms who were inclusive. And they just wanted to see what were the kinds of things that the staff did to really support the children's success in the classroom. And that's, again, that's part of that belonging focus. How do we support this child to be successful in the classroom? So, these are the order that they saw. The most frequent use was environmental support. The second was materials adaptation, activity simplification, child preferences, and then the last were special equipment, adult support, peer support and what's called invisible support.

And I'll talk about each of those as we go on, and I will show a couple of video exemplars from the child preferences and adult support as we go on. So, environmental support, and the environment includes not just the physical environment, but the social environment and the temporal environment. And I don't think that's something that we think about enough when we're planning for inclusion, but some children's processing is slower. They're gonna take a longer time to move through things, they might in fact need extra, an earlier start to get ready for a transition, those kinds of things.

So, this is something that teachers do very naturally. You create individual workspaces for children. So, you'll see a lot of use of trays, so that people know this is, these are the toys on my tray. And this is I think, especially happening as we're coming back after the pandemic in that we're trying to keep kids toys kind of separated. We might even have carpet squares for children to just help them know where to sit. And whenever you define the space for children, that's gonna help children who need that support, that need that environmental reminder of what they're supposed to be focusing on.

The other thing is that teaching happens best in small groups. And the way we've often had people think about small groups is think of how old the child is and add one. So, if you have three-year-olds, the best small group size is four children. If you have four-year-olds, the best group size is five children. But I know lots of people will say, gosh, we have 24 children and three adults. We just, each adult has eight children. Well, that's not a small group, for most children. So, thinking about how can you look for those naturally occurring opportunities, 'cause children often will work in smaller groupings?

And if you do have the eight children assigned to you, how can you work with four of them directly while the other four are practicing something or more independently engaged, and that way you can still have your eye on children, but you're focused in on the interaction with a smaller group? And then allowing more of a free flow, when children need extra time on things, then they can stay there instead of everybody has to stop this center and move to this center. So, really looking at what many people do already in a good high-quality program, which is during center times children move between centers kind of as they are doing things.

Materials adaptation, this is another one that many teachers do quite naturally, but you wanna think about what's available in your environment that's gonna promote independence on the part of the child or assist that child in connecting and belonging. So, an example might be that, stabilizing things. Sometimes a child might not have the ability to hold the paper with one hand while coloring or writing. That's something a lot of us do naturally. Some children don't have the strength or the use of the other hand. So, just taping the paper to the table makes a huge difference. Using that non-stick shelving paper, the no slip shelving paper. So, even when during eating, you can put the bowl there, and when the child is, who's got kind of an awkward grasp is knocking the bowl, it's not gonna go flying, it's gonna just wobble on that material.

Making material things that have very small handles. Some children are gonna need a larger handles, so using tape or foam to build up those things. Having some sturdy paper, using things in plastic sleeves, if you want that to be available for children. And then thinking about what you can do for children who have different sensory needs. So, for example, in the program that you saw briefly with the little boy who was blind, they made sure that they had different textures so that he would know when he was in a different area of the classroom, he could check that out. They also had some wind chimes of different types that he could reach up and touch to know where he was.

Some children have a lot of trouble with tactile sensations and things on their fingers. So, what you might wanna do is put things in plastic bags so that they can have the sensory experience without the stickiness or have something that they can wipe their hands on really close by and available. We've even had kids use paint brushes while other children are finger painting, because they just couldn't handle that. So again, materials adaptation, there's lots and lots of examples both in the book, and in the video about these. Activity simplification, this is one that is very helpful for children with all sorts of differences and abilities.

And basically, you take a task that has a lot of different steps, or a lot of parts and you break it down, you understand what the smaller parts are and either you do some of the steps for the child so they can just finish something, or you might even have them just do the last couple of steps. So, you can hand the child objects one at a time, if they're putting together a puzzle. You could have mini picture schedules so that they don't get lost as to where they are in this process. You can really be very specific in the kind of directions. Here it has an example of if a child is trying to clean up the block area, and most kids are able to match the blocks to the blocks on the shelf.

You have pictures of the blocks or drawings of the blocks. You might instead have that child just pick up the basket here, put this square one in the basket, find some more of those so that he can gather a lot of those and then they will be in the same space. The other thing, and there's a nice example I debated trying to show you all examples. But we were, there's one video where there was a little girl and she's trying to put markers back into a plastic case, and it's kind of challenging. And so, the teacher helps her, puts them in so they're standing up and then lets her put the last one in. So, it was easy by yourself.

And then she might have her put the last couple in and that sort of thing. So, you can do, it's called backward chaining, if you wanna get really fancy, but you can let people do just the last thing and then let children do more and more of it on their own. Another way that we can really support children by modifying things is to pay attention to what the child prefers. So, a lot of times children will have an attachment to a transition object, and we are commonly used to that in younger children, but some older children may also have a transition object. So, they might have a little toy train that they always have in their pocket.

And sometimes that toy train is all they wanna play with. So, you can have that toy sit and watch the child while they're, oh, can your Mr. Train watch you while you're doing this activity? Sometimes children will benefit, and this I think is something to think about as kids are coming back from being home with family members, is having a photo that they can carry with them. So, we had one program that laminated photos of the child and the family member so the child could carry it around, they can kiss it, they can hold it, they can put it on the table next to them. If you've got children who have certain things they really like, you can indicate that and help them look for items in play.

And also, you can have, if they have a favorite teacher, let that favorite teacher help be the one that's encouraging them so that they can, if they're not as interested in some of the fine motor skills, they might

wanna do it if it was with Ms. Johnny, and she might be a lot of fun. So, let me show you another video clip. And this time, you're gonna see a number of things about focusing on child preferences. Just trying to make sure it's big enough for you guys to see, okay?

- Provider:** What do you think it says there?
- Narrator:** Most of the time when children are in high-quality inclusive settings, they are engaged in activities or areas that give them multiple opportunities to make choices based on their own preferences.
- Marlo Lopez:** All done, what about this one? What about this one! No? All done, okay. I'll help you.
- Child:** I wanna play.
- Marlo Lopez:** Okay, I'll take this off This is your cousin Thomas's, or your cousin or your... You wanna play over here? Let's go see if there is room for you. Yeah, Yetsi said there is one more space for you. I'll go with you! Let's check, there's not space here. Okay, oh, I see one, thank you for helping. You want me to hold that for you? Okay, there's space over here. That says Giselle. There's one space left. Do you want that space? Do you want it? Okay, there you go!
- Narrator:** For children with disabilities, especially those who have challenges communicating, staff strive as much as possible to be sensitive to the positive statement of preference, even if it means a change of plan. For example, at this program, usually the first outside activity is for Carlos to work on his stamina by walking the play area perimeter, often with another child.
- Debbie Wagner:** Let's go take a lap. Get your exercise in.
- Narrator:** But sometimes he has other ideas.
- Debbie Wagner:** You can play hopscotch that's fine. He only wants to play hopscotch. Go for it. As long as you're getting your steps in.
- Narrator:** In general, children are more motivated when their preferences are taken into account and can often achieve the same goal.
- Debbie Wagner:** Back and forth, back and forth!
- Linda Brault:** So that gave you a little bit of a taste of a few, a different way to look at those pieces. The next adaptation that is common is using special equipment. And certainly, there are gonna be children who use special

equipment and come with that equipment. A child who has a wheelchair or a child who may use a therapeutic walker. On the other hand, you may have children that have sort of low muscle tone, low tone in their trunk, and so sitting is very challenging for some children. So, you wanna make sure there's some stable seating. If you're seated with your feet flat on the floor, your arms feel more secure and able to be used.

So, a lot of children, their feet don't reach the floor, and if they are insecure in their trunk's stability, they're gonna have more difficulty using their hands well. So, you might wanna do some kind of a little footrest that helps them put their feet on something. I don't think there's as many telephone books as there used to be, but I have to tell you those telephone books used to be the best for making footrests, 'cause you could tape them up. Excuse me, I'm sneezing in the middle of a recording, how rude! You can tape them up, and you can take them to the different heights. But you can also do it with sturdy cardboard. So that's one idea.

The other thing is some children will benefit from armrests or even seating during group time. You may have some children that are super comfortable on the floor, other children that aren't as successful on the floor. So, you wanna be sure that they have those options. If you do have a child who has special equipment, you wanna make sure they have other options during the day, so they aren't in the same piece of equipment all day long. 'Cause imagine you wouldn't wanna be in your same seat without being able to get up and move the whole day. So, you wanna ask, and the therapist and the parents will let you know how often should the child be out of their chair, during the day, 'cause that is usually something that they think about.

And what are the safe options for them when they are out of the chair? So, is there alternative seating? If appropriate, can the child lie on the floor or with a wedge, to work with other children on the floor? And you'll see an example in a little bit of a child that's in a stander, so that she can be up at standing level, even though she's not able to stand independently. You also wanna make sure that there's access to materials indoors and out. So, for example, we've had children who have low stamina, who may have heart issues, so they don't have the stamina to really play vigorously outside.

So, you can have some quiet play activities available for them outside. You can also think about ways that you can have seating options or mats outside for children who need to. And I would say for the adults too, 'cause you wanna be able to get onto the floor with the child to help move them. So special equipment! The other thing that comes up is hearing aids and glasses. All those kinds of things that are special

equipment, that are necessary for the child. So, if you get a child that has that kind of equipment, you wanna learn from the family how to use it, how to check it, all that good stuff. So, there's good information.

Even in the video there's a child who is diabetic, and they look at his glucose levels on an iPhone, smart phone. And they're able to help him 'cause he's four, and they're helping him monitor his own glucose levels as he's getting ready to eat and that sort of thing. So, there's lots of equipment that comes into play for children. Some of it will be with children who don't have specialists, they don't have an Individual Education Plan or an IFSP, they're just kids who come with glasses or come with other kinds of things.

So, just be aware of that and again, start with the family, and you can get the family's permission to talk to other people in their life, their pediatrician, their, any other therapists that are working with them. Adult support, what's interesting as you'll see that on the list of modifications and adaptations, this is number six. Whereas when I asked people, what would it take for you to be an inclusive program, a lot of times they say we need more adults. So, there's an assumption that kids are gonna need a one-to-one adult support. And that's not the case most of the time.

There may be times that a child needs some additional assistance, but that extra set of hands is not glued to the child. They may do other things with the child. The adults also can help other children understand, how can they connect with and play with a child who is not yet playing in the same way they are. Or how can you help the child expand their play and do something different? We can also look at co-regulation. One of the things that we know is that the children read our emotions and they really take their cues from us. So, if we run over 'cause we're anxious that a child is not playing safely, we're hyping everybody up with our stress. But if we can stay really calm, and we can be nearby, or kind of say, oh, it looks like you really are looking excited about that, let's breathe and get ready to play, you can help that child.

So, we're gonna show the last video exemplar. And in it you're gonna see several examples of adult support, just to show you the range of ways, that adult support can happen with children. And again, I'm gonna make sure it's big enough for you. Adult support means, in the context of these videos, direct adult intervention to support a child's efforts.

Playground Aide: Thank you for waiting!

Linda Brault: Clearly, adults are responsible for arranging all of the supports and modifications. But in this case, we're focusing on direct adult action, to

support a child. Many people think that a child with a disability will need a one-on-one adult aide. However, that is not usually the case. And even when an adult has the responsibility for moving a child with a physical disability,

Adult Aide: Okay, one, count with her.

All: Two,

Linda Brault: Assisting with augmentative communication or keeping a child safe, the adult is not glued to the child.

Narrator: The role of the adult is to support the child's efforts at participation in the general activities.

Adult Aide: one, two, three!

Narrator: Examples of adult support defined this way include assigning a primary caregiver to a child so that the assigned adult is able to know the unique needs of the child, and ways to support him or her.

Adult Aide: One, two, three! Yep, you know them!

Narrator: Calling attention to what other children are doing for a child who is blind or not socially interacting.

Child: They're sour!

Provider: Oh, yeah, they might be sour! Naomi made a sour face. She went, ewww

Child: Let me do it. Let me try.

Provider: Okay, go ahead. Okay, okay. Yeah, just like that! She just did it again.

Narrator: Directing questions about the child to the child.

Provider: Do you need the sauce? Say, Thomas, can you pass the sauce?

Naomi: I need the sauce!

Provider: There you go!

Thomas: You're welcome.

Provider: Just go straight down!

Narrator:	Providing direct instruction, demonstration, or guidance to a child while he or she is learning or practicing tasks.
Provider:	Good.
Narrator:	Learning specific ways of interacting or communicating with a child, such as sign language.
Adult Aide:	You want yellow? (makes sign for yellow) Okay, wait a second. Hurry, hurry, 'cause Joe wants it. Weeeee!!
Joe:	This one's all gone.
Adult Aide:	Like mustard. Okay. There you go! Thank you, (makes sign for thank you) say thank you, Joe.
Joe:	It's a little bit all gone...
Narrator:	Positioning yourself near a child who would benefit from proximity, such as during circle time, meals, in activity centers, or during transitions. Providing a visual or auditory cue to a child, as a prompt to use a new skill.
Provider:	More cheese, more cheese, cheese! (makes sign for more)
Child:	More cheese!
Provider:	More cheese, there you go!
Narrator:	Providing positive comments about the child's play and looking for ways to extend a child's competency.
Provider:	There you go, ready! One,
All:	Two, three, four, five, six, seven, eight, nine, ten!
All:	Yay, Emma!
Playground Aide:	Beautiful!
Narrator:	Sometimes the adult encourages and supports new skill development by knowing when to step in and when to step back, sometimes combining physical and verbal encouragement.
Playground Aide:	One more, big step, big step, one more! Oh, nice!

- Narrator:** A responsive adult will be available yet provide the least amount of help that the child needs.
- Playground Aide:** Come on, let's go! Here, Shane. Come on, let's go man!
- Narrator:** This allows the child to gain more independence and self-motivation to practice new skills, in this case like walking independently, and more challenging motor skills, like climbing stairs and walking on uneven surfaces.
- Playground Aide:** You wanna see your friends, huh?! Ready? Over, go over! Good job! Nice!
- Adult:** Yeah, he don't want you to hold his hand.
- Linda Brault:** So, I always love at the end, "he just don't want you to hold his hand." But I think that kind of being there and being, pulling back is a real art form. And I would also say, if you notice that some of the times there were different adults interacting with the same child, and sometimes there was the same adult interacting. So, some of that depends on the needs of the child for that continuity and primary caregiving. Peer support is also one of the reasons for inclusion. When we have other children who are in the same age ranges, the child that you're including, they're able to observe typical development and observe children doing things that can often motivate them in ways that doing something with an adult cannot. So, buddy systems can work really well.
- You saw in the one video that Carlos had a little buddy to walk the periphery with him. And usually that was very motivating to him. That day he wanted to play with that because they had drawn a hopscotch. But having a buddy that goes there, if a child who is, usually plays alone, maybe there's a child who is gentle and not too overbearing, who can play follow the leader and they can lead sometimes and follow the other child's lead. So, I think looking at buddying kids up is really important. I think one of the most successful strategies that has been found in, and there's lots of work on it is preparing play partners.
- So, this is something that Phil Strain, who I talked about last time, who has done a lot of research on children with autism, has shown that if you can teach the children in the class how to invite a child to play, how to help a child be directed in the play, that really will make the child successful. So, this is one of those interesting pieces whereas you're practicing the new skill with a child with a disability, you wanna encourage and have peers in there as that child is learning, so that they are hearing, what are the words the adult's using to support that child's knowledge?

What can, they don't know that's what they're hearing, but they're taking that in. And so, then when it's their turn they can say, oh, you wanted to move that, you need to say, please let me move that, or you need to, you need to grab it with your hand. Here it is, or whatever it is the child might do. So, that can be very successful, and you'll find lots of children enjoy being in a helper role. One caution that I always have is, you don't want the child with a disability, always in the helpee role. You wanna have times that that child is doing something that's more helpful, like that little girl was identifying who was in the room and counting the kids.

You might wanna make sure that that child gets to hold the basket that other people are putting things away. So, you wanna look at that's a belonging kind of question. We wanna make sure that this child is not being seen as someone that everybody is taking care of, that doesn't have their own agency, their own ability to interact. And then the other thing is, children will so share in the positive commenting and guiding. And, like, if a child is doing a lot of hitting and grabbing, and you've all been working on the child using her words, and then you can remind the children, hey, she's working so hard to use her words now!

You can help her remember, and when she does you can thank her for using her words. So, you can really get that going some ways. I'll never forget working with a little boy who did not interact with other children at all, he had kind of poor vision and poor hearing, but he was engaged in kind of scribbling on a big paper that they were making. And a little girl looked right at him and say, oh, that's a rainbow, do you like rainbows? And he stopped and sorta leaned forward. And I think how wonderful that she thought to talk to him and not to the person that was in, the adult that was behind him.

So, we really do wanna encourage that peer to peer interaction. It is very motivating for children. Invisible support. So, some of you may be familiar with a curriculum support book called Building Blocks for Preschool Children with Disabilities or with Special Needs. And they were based on the same research. So, they have a lot of suggestions for this. And they have little icons for each of these eight areas. And for invisible support, the icon is a ghost, so that always makes us kind of laugh. But basically, this is where you just figure out how can this child be the most successful? And you set it up ahead of time.

So, as an observer, I might not even know that that was your plan. But like a child, if you're making Play-Doh, you might have a child who's weak or who has less coordination, let them stir before it gets really hard to stir. If a child is pouring milk and they're just learning, let them pour when the milk is lower, they're the last person. We also try to help

children make choices for activities. So, if you have some children who only play in one area, and they're very limited in their interests, you can create a choice board and that won't be one of the choices, and you can have them pick something else that they want to do.

And maybe if you know part of the reason they always go to that area is because it has Disney figurines, you might want to have some Disney figurines in some other areas so that'll be a draw for the child. And then finally, I mentioned this earlier with some temporal support, but there are children who maybe need more time to get ready to go outside, especially if they have to put on jackets and shoes and that kind of thing. So, you might wanna have them start earlier to get ready, or they can be last when the rush of kids is gone, and come and gone. So, you can kind of look at that.

And you wanna also be paying attention, and this is good for a lot of children, but making sure there's a balance of active and passive activities. We don't want children to be sitting, sitting, sitting for three or four things in a row. But on the other hand, you don't want children going, going, going for three or four things in a row. Some children might need that less stimulation, a little bit less focus. So, that's the eight areas of support, and as I said in the book, each of them has their own little vignette. Those are based on true stories that gives them examples of how this looked in a setting for children of different ages.

Then there's an appendix that lists a lot of the federal laws like the Individuals with Disabilities Education Act, the Americans with Disabilities Act, and California laws that are specific. Then there's a glossary of common special education terms, so that people who are newer to that side of the world will have some idea of what those terms mean. And then we have some sample forms for collaboration and a letter for families when supporting a child, and I'm gonna show you that in a minute. And then we also, just because people are always thinking, I'm not gonna be able to handle a child who requires so much physical help.

But if you look at the enrollment data for children in special education, and the last data we had when this went to print was December 2019, you will see that the vast majority of children are receiving special education due to language and communication delays or some mild cognitive delays. So, it's not children with multiple physical disabilities or blind children or deaf children. They are there, but that's not a majority. So, when you're including children, you will have a mix of different kinds of abilities, and that's something that you can be assured, you probably already have kids who need some special help.

So, one of the big requests we get is how do you talk to parents of other children? And I think this came up at the end of our last part one. And if you're including children with disabilities, it's really helpful to make that explicit from the beginning. So, in the Inclusion Works! chapters on inclusive childcare, we talk about putting it in your parent handbook. We are an inclusive program; we welcome children of all abilities. You may see specialists helping out in our classroom, they're available for those children. Or you might say we support children with challenging behaviors, we are helping children to learn how to be successful in this world.

So, just, again, all that that can prepare people. But you're gonna have a time that the parents are gonna be gathering in the parking lot and talking to each other about, oh, he's been hitting your child too? What about, oh, yeah, we need to complain, we need to get rid of that child. And we are at a point where we're not suspending and expelling children, but we have to be able to look people in the face and say, you know what? If your child was having problems, I would be right there supporting your child. So, that's the message we have. And so this is a sample letter that you can use as a guidance.

Thank you for entrusting your child to us at ABC school. We take pride in the quality of our early education program and work to provide all the children with support and opportunities to learn and grow. As many of you have noticed, we also work hard to support individual children as they struggle to manage their social emotional skills and behavior. We know some of you may have been worried, because your child may have been hurt or involved in a difficult interaction. We want to assure you we're keeping the wellbeing of your child and all the children in mind, as we support children who may be displaying challenging behavior.

We cannot discuss any personal or confidential information about a specific child. However, we want to assure you we're doing everything we can to support each child to be successful in our program. And I love this part. We thought it's important for you to know what was going on when your child shares information from their day. We would like to ask for your help with talking with your child about other children's behavior if it comes up. We're focusing on the message that each child is a wonderful caring child, and sometimes they need help calming down and playing gently with the toys and their friends.

So, assure them their teachers are keeping them safe and that they can demonstrate their good social skills at school. So, this is one of the real tricks in belonging, is that the children who are being difficult, either through behavior or time, a lot of times teachers will go, he just takes all

of my time. We wanna be really careful with how we're thinking about that child, because again are we promoting belonging or are we promoting exclusion? So, if you feel like a child is taking all of your time, step back and say, how can I make the environment more supportive so that the child is able to be more independent when they are in some positions?

Or how can I think about preparing children for what we are going to be expecting from this child? And I think that really and truly being a champion for the child, helping, so when the parent goes, the child goes home and says, oh, and I'm gonna use my daughter's name, 'cause she has given me permission to share. She was a kid that did a lot of aggressive behavior in preschool. And in her childcare setting, the kids would come home and say, "Robin hit us again, or Robin was screaming again." And then the parents learned to say, oh, and was Robin able to use her words anytime today? When was sometimes that you guys were having fun? So, we help the parents start prompting the child to talk about other things that Robin could do rather than just hitting and screaming, which were a lot of her time, I must admit.

And so, at that point, as a parent, I did tell the other parents that they, if they had questions, they could come and ask me. So, I was comfortable being approached in that way. Not all parents are going to be, and that's not their job. I think it's also, I've seen people prepare classrooms. We're gonna get a child now who's gonna speak differently than you do, and so we just wanna all be very careful. And that's not, again, that message may not be the way you wanna do it, you might wanna just say we're inviting a new friend, he has some new ways of communicating, we're all gonna get a chance to learn.

So, we wanna give messages that are more matter of fact, more positive. And in the new version of Inclusion Works! we have some suggested ways to talk to children about differences. It's something I always recommend people do with families. If you've got a child who, for example, is missing an arm, how do they talk about it? Do they say you're missing arm? Or do they talk about your helping hand, if he's just using that for help? What are the words they use? And sometimes families haven't thought about it. I've told this story and some of you may have heard it, but there was a little girl I was working with who had very poor vision.

She wore glasses and she could see when things were about this close to her face. She really couldn't see things far away. So, at one point when she maybe was three, she was at a park and there was another family with a little girl about the same age, and they were just playing in the

sand next to each other and the two parents were sitting on the bench, and some Canadian geese came honking through. And the mother of the other child said, oh, look, look, you can see the Canadian geese up there! And so, her daughter of course looked, and the woman said, don't you wanna look at the Canadian geese, and the little girl turned to her and said, "oh, my eyes work differently than yours. I don't see far away" and went back to playing.

And the mother was kind of embarrassed, but Kara, who was that little girl, her mother was thrilled! She said, are you kidding me? She can talk for herself, this is fabulous. So, really, finding ways to be very matter of fact about things that are different for children and how we can always think about how are we making that child more a part of the community? How are we helping people see that child as somebody to champion, to root for, as opposed to avoid and stay away from? So, here's where the resources will be available for download, and the videos are already available.

So, if you, they are available through the CDE streaming service. Currently, I believe the CDE streaming service was available for no cost, that might be changing. But it's still, you can join as an organization, and you get access to the PITC videos as well as you would get access to the six inclusion works videos. So, I'm going to show you where on our website you'll find it, if you are getting ready to look at that, as it gets closer. We will also be sure to try to let you know when the publication comes out. But if you go to cainclusion.org, and I think Keiko or somebody can put that in the chat box.

This is where all of the projects that I oversee are housed. And if you go to The California Map to Inclusion and Belonging, so you just click on the words California Map to Inclusion and Belonging, you will see all sorts of different things, and you should sign up for this mailing list right here. You can join the mailing list, 'cause Cindy Arstein-Kerslake does a fabulous job of giving you lots and lots of resources and newsletters that come out quarterly. So, I will just show you, if you scroll down here to the description of map resources. First of all, you'll see the Inclusion Works! video series.

You can have that, that's information about the subscription service. But if you keep going down, you'll see the Inclusion Works! section. And so, we currently have the 2009 edition available to download right here. So, you can download the 2009. I've gotta get rid of the direct copy, 'cause I don't think they have any copies anymore. And then I have some PowerPoints up here that can be used as an overview, and again, this one is for the old version, and we'll put one up here for the newer version.

And then we have a lot of the agencies that work with children and families are available down here through a link. I will also tell you for those of you who are in the state of California, as you are looking to see, who do I partner with in my community, if I'm a general educator and I want to talk to who's in charge of children birth to three with disabilities?

So, I'm gonna go to Alameda 'cause it's right away at the top. You can click on the name of that, and then you'll see all these agencies. So, there's the Regional Center. There's the Early Start Family Resource Center which is funded to really have outreach and support for young children with disabilities. There's a Special Education Local Plan Area. And then we have childcare resource and referral agencies, the Local Planning Council, First Five, Office of Education, and Head Start and and Early Head Start.

We then also have some additional things if they are involved in the Teaching Pyramid. For example, I'll just show you, we have CAPE Head Start is a partner site in Alameda, and then there's many, many programs in Alameda that have been implementing the Teaching Pyramid. And support for inclusion, we, that may be moving, this is, although we might be updating it with information from the IEP grants. Right now, this was things that people had done in past lives to look at this. So, I just wanna point out that we have all these resources, and that's where it says county-specific resources here.

And if you go to county-specific resources, you can also look at the guide to county resources, so you know who we're including and why. And most importantly, we are a small group, so we try to keep up with changes, but you know how frustrating it is if somebody's address has changed or their email has changed or their website has changed. If you're from one of those counties, and you have corrections or additions, email us at map@WestEd.org and say, please know that in Amador County, this needs to be modified, this address is no longer correct.

And we'll really try to update things. We make updates quarterly. We need to go through an approval process since this is funded by the California Department of Education up until June 30th. And then this along with all of our other projects will be moving to the California Department of Social Services, but there will be a similar process for approving postings, et cetera. All right, so I know there's a bunch of comments. And so, I'm... don't know if there was anything Keiko and Elizabeth had been kind of monitoring it. Were there any, we only have four minutes left, but were there any questions that you thought I could answer?

- Elizabeth Crocker:** I think most of them were answered by you or we answered in chat.
- Linda Brault:** Okay.
- Elizabeth Crocker:** And so, and then I just provided reassurance by letting people know what they need to have in the child's file.
- Linda Brault:** Right.
- Elizabeth Crocker:** In case a parent makes complaint to licensing, that if you've got an IEP, IFSP behavior plan,
- Linda Brault:** Right.
- Elizabeth Crocker:** ...teachers can articulate it, or the family childcare provider can articulate it, and they can see it in practice, then you will not get cited because one child is hitting another, because I love, yeah, licensing, sometimes they used to cite people when children hit each other. And we know that typically developing children also hit each other. So, it's just, so whether it's a child with a disability, or a child who is a typically developing child that's just presenting you with challenges, you wanna make sure you've got some kind of plan in that file and that you're following it.
- Linda Brault:** So there you go! So, yes, as I said before this is one of those things that the Department of Education will be making available on their, as a publication free for download. There was a question last time of whether or not it was gonna be translated into Spanish. We have high hopes that it will be, but I cannot tell you for sure if it will or not. I will also tell you that currently there is on the CECO, the California Early Childhood Online website, you can take a longer kind of training on Inclusion Works! that includes a lot of the videos. So, if you have staff that you think would benefit from seeing more of the videos with some guidance, they can take that and get credit for the hours of training around Inclusion Works!
- Elizabeth Crocker:** Oh, I know there's one more question. And that was, people wanted to be able to show your video as a training tool. And I shared, and I'm sure you could share it better, that the Inclusion Works! is designed for leaders to provide trainings at their sites. So,
- Linda Brault:** Correct. So, rather than show this video, which is just an overview, we'd rather that you get the streaming service, get the book, and look at how you can take it and share it with your staff and have maybe just a focus on one little section at a time, one video at a time. The videos are between 15 and 20 minutes long each, so they're not horrific. And you can even show them as I did in littler chunks. And when you get them

from the streaming service, they have closed captioning, 'cause I did not have closed captioning on my versions. And it's 1:59, so, whoohoo! We're gonna end on time! I always like to end on time!

Elizabeth Crocker: And you have a flood of thank yous.

Linda Brault: Oh, well, you're very welcome, and it is fun to hear from people from outside of California, my Puerto Rico friends. We have seen lots of you at Beginning Together. So, wonderful to hear from everybody, and thank you for the kind words. And the question about promoted for primary grade teachers, too... No, not necessarily, however, I think we always try to make sure that afterschool programs know about it, because we do feature some afterschool examples and afterschool children. So, thank you very, very much, and keep on keeping on, keep including kids, we appreciate you all.