Program for Infant and Toddler Care

Part 1: *Inclusion Works!* Promoting Inclusion Through Universal Design and Belonging

Linda Brault: Welcome to the PITC training on Inclusion Works! I am Linda Brault, I work for WestEd. I work very closely with the PITC and have for very many years, and I also do a lot of the work on inclusion across the state. So, one of the things that we did a few years ago, with the Department of Education, I wrote a book called Inclusion Works! And we have just finished updating it, you are seeing the draft cover. I'm saying draft 'cause it's not posted yet. So, anything can change, but it's supposed to be posted very, very, very soon like by July. So, you will have access to the second edition of Inclusion Works!, and I'm gonna be talking to you about it today and also next week.

And we're gonna just talk a little bit about part of the new pieces that are in Inclusion Works! For those of you less familiar, we'll be giving you some of the regular information. So, we're here to talk about Promoting Inclusion Through Universal Design and Belonging. And again, I'm Linda Brault and, this will be published by the California Department of Education Early Learning and Care Division. It is not planned to have a hard version available. It will just be an electronic downloadable version, so I'll give you more information about that as we go along.

Attendee: Linda?

Linda: Yes.

Attendee: So, when I click on the link to obtain the resources that would accompany this webinar, it says that it's not found, just so you're aware. I wasn't able to... And I was wondering, is there another place that we can go?

Linda Brault: We'll talk about that when we get to the end. I don't know what was sent out. So, I'll share what we will be showing pretty soon.

Elizabeth Crocker: And the PITC staff will follow up with an email. I apologize, you didn't get everything right up. But I really am gonna ask everyone to leave your computer on mute and put what we need to know in chat. Keiko and I are very much paying attention to that, okay? Thank you.

Linda Brault:	Yes. So here we go. Because I only have an hour, and some of you know me, I can fill up time. So, we're gonna try to stay very streamlined. So, to limit distractions, you're muted, and we'd like you to leave yourself muted. We've made webcams optional. You can use the chat feature. Most of you know how to do that by now, but we've asked that you keep the comments relevant, and know that we aren't gonna respond to all questions. But if it's questions like you were just saying, I can't get the resources, et cetera, those are things that we'll be sure we can follow up with.
	And Keiko and Elizabeth may interrupt me if they think it's something I need to share. So, welcome again. And basically, we are going to be giving you information about Inclusion Works! from the second edition. Just so for those of you who are not familiar with it, Inclusion Works! was developed to sort of be an introduction to inclusion for childcare providers working with children ages birth through age 12. So, it includes after-school care. And its focus is on really trying to give a definition of inclusive practice, helping people understand how collaborative inclusion needs to be, and then being very practical with strategies that people can use in their settings to make it successful.
	So, in the book, we have different resources and appendices and web links. And if you go to this link, which hopefully Keiko can, or somebody can put in the chat box. This is where our current version, the 2009 version of Inclusion Works! is up there, and links from the 2009 version. When it is released, this will be updated on our Map to Inclusion and Belonging website. So, it is recently updated and there are videos accompanying the revision. And I'm going to show you just a tiny snippet of a few of the videos today. And then we'll talk about how you can access those.
	So, let me show you a little tiny snippet of the video, and this is, we're joining the video already in progress.
Narrator:	The Americans with Disabilities Act and California's UNRUH Civil Rights Act, make it illegal for an early learning and care provider to refuse to serve a child solely on the basis of a disability. It is the goal of Inclusion Works! and this video series to help providers recognize that while these laws are there to protect children and families from being denied services, from a provider's perspective, there are many positive and powerful reasons beyond simple compliance that make it possible and desirable to welcome all children into their care.
Cristal Arevala:	The benefit of having an inclusive classroom for me personally has been the growth that I've been able to have as a teacher. I've met with

specialists of areas that I never really got to learn about in school. I've got to meet other families who shared their concerns and their hopes for their children.

Child: Hi.

Cristal Arevala: Oh, the doctor is here. Should we go to the doctor's office?

Child: Yes.

Cristal Arevala: All right, let's go.

Child: Let's go

Cristal Arevala: Naomi, can you help Thomas to the rug?

Cristal Arevala: And then the children, it helps the students see how to collaborate all of the children together.

Child: Thanks Thomas. And I'm the doctor.

Cristal Arevala: Hello, doctor.

Cristal Arevala: They all have needs that need to be met, but together they make our community.

Child: When you hear the sound, you gotta raise your hand.

Edy Purcell: Children who have disabilities will likely require extra support or activity modifications. However, the care they need is similar to that needed by any child. They have the same curiosity, desire to play, and need to communicate as peers do.

Teacher 1: They were in an egg, and they hatch.

Edy Purcell: And when children who have disabilities or delays have the opportunity to participate in supportive, inclusive, early learning and care environments, research shows that they have better outcomes than their peers who did not have the benefits of inclusive education in the early years.

Narrator: For example, in this study, children with disabilities who had been included during preschool years and beyond fared better in third grade than children educated in separate special education programs.

Amber Morabito: If you are not accustomed to enrolling children with disabilities in your programs, please be reassured by the following considerations.

Teacher 2: Walking over the bridge.

Amber Morabito: You can successfully include children who have or are at risk for developmental delays or disabilities in the program while promoting belonging for all children. Major modifications to the program or facility will probably not be needed in order to include children with disabilities.

Linda Brault: So, there you go. You can see that we have Amber as one of our guest speakers, a lot of you know Amber Morabito. And so, you'll see that the videos, when you look at them, they're available through the CDE streaming service, and I will have that link for you at the end of... it should be at the end of the PowerPoint that was sent to you, and you have to sign up. But at this point, at least last time I checked, it was still free. So, you can see there are six videos for Inclusion Works!, and they're closed captioned so that you would also be able to use closed captioning.

Here's the chapters that are covered in the new version of Inclusion Works! The first chapter is on Understanding Inclusion and sort of gives us a background to inclusion. And then in chapter two we follow up with some more rationale, like why is it that we want to include children with disabilities? And that touches on that research that shows that children who have been included in early childhood settings actually do have better outcomes as they get older. Then we'll compare inclusive childcare and quality childcare settings, talk about how to create an inclusive childcare program, how to identify and find help if you're concerned about a child's development.

Then what we'll talk about next week are the last two chapters, Collaborating for Inclusion and some Examples of Inclusive Childcare Strategies. And then there's some wonderful things available in the appendices. So, at this point, chapter one sets the tone of the book and again, these are screenshots from the book that if it changes it's okay, but right now this is the draft. We include some definitions of terms we use like we don't use special needs anymore. You'll notice that when I'm talking. Special needs is something that people with disabilities who are adults have told us that they don't really find useful, that they'd rather just say a child with a disability or an adult with a disability or a delay.

So, you'll hear us saying those kinds of terminologies. We also reference, after the last book was written the Division for Early Childhood and The National Association for the Education of Young Children, which are the two professional organizations that really work for children, for professionals in the early care and learning community and for professionals in early childhood special education. They put out a joint position statement on inclusion, and it's just very wonderful and helpful.

And it talks about three key principles of inclusion that needs to be utilized if you wanna really see inclusion at work, and I'm gonna show you another video clip that talks about it. This video clip features one of my dear friends who is right now the ADA, so the Americans with Disabilities Act, coordinator for UC Irvine. And he's a lawyer and he happens to have cerebral palsy. This is where I realized I hadn't downloaded the closed caption version in case you have difficulty understanding him, but I'm hoping you get a little taste of this and you go back and see it. He talks and is featured a couple of times throughout the video.

Narrator: There are three key principles needed to ensure high quality, inclusive practices. Access, participation, and support.

Andrew Berk: As an adult, looking back at my inclusive experiences, access, participation, and support, in those experiences, looked different as I got older. In kindergarten, inclusion was about how to raise my hand in class. In high school, inclusion was about how I could take a Spanish test only without giving the answers to the rest of the class. In all of this instances, the teachers said, how can I support Andrew, never, do I need to support Andrew.

Narrator: Programs are more accessible to all children when they incorporate...

Linda Brault: So there you go. You get a little bit of a taste of that. So, basically that gives you a sense of that access, getting into a program, participating actively, and support. So, because that's so critical, we expand on that and talk about ways that access is more than just becoming enrolled or getting into a program. We look at accessibility when we look at universal design and universal design for learning, which I'll talk about in a minute. We also look at participation. Just because a child's in the setting doesn't mean that they're interacting with other children and that their needs are being met.

So, we really wanna be sure that the child has full and active participation. And as Andy said, sometimes that meant figuring out, well, how can this work for him? What can we do so that he can be a part of what the other children are doing? And as, I think is a wonderful way of learning, instead of saying do I have to include him, it's how can I include him? And taking that attitude is really powerful. The other thing is the supports. We know that for some children there will be services that are delivered maybe from an early intervention provider, maybe from a special education person, a speech and language therapist, et cetera.

And we want to always strive for those services to be integrated within whatever early childhood general education setting is happening, so that it's not that somebody comes and takes the child away and does speech therapy for an hour and then brings them back, it's that they figure out a way to do speech therapy with all of the kids there in small groups so that the child and the teachers are learning some of those techniques that they can continue to use. So, all of this, access, participation, and supports, we created a document called "I Belong." So, this is a handout that I believe you were sent in your materials.

And it's a tool for self-assessment that really takes each of those elements, access, participation, and support, and it asks you some questions that you can say, yes, for example, our program believes... Let me show you a larger version now that I'm looking at this. Here's a larger version of it. So, you're looking at, "We believe all children can learn, "and we have high expectations for every child to maximize his or her potential." So, the answer is yes or no. And if the answer is no or kind of, then you wanna say, well, what are our next steps? Maybe we need to become more comfortable with some of the differences.

So, really looking at this as a starting point for a conversation helps you look at the access issues, helps you look at participation, and look at supports. So, just so you know, that's available to all of you, and it's also one of the appendices in the new edition of the book. So, chapter two, we really try to give away the rationale, like why should you be bothering with this? And I think that the number one thing we hear from teachers still is that they're afraid or their attitude, like I don't wanna do this, I don't know how, I wasn't trained for this. So, attitude is still a really big barrier for people, and we'll give you some ideas about that.

Belonging is the key. And I talk about belonging everywhere I go. So, you may have heard me even talk about it before. We'll touch on it a little bit. The other thing that I think is very helpful for people to remember is that when children with disabilities are included in a childcare setting, the benefits happen for more than just the child with a disability. The children who are typically developing also gather more compassion, they may learn different ways of communicating and being a friend. The teaching team learns a lot of things that they can use for other children. The parents of all the children with disabilities and the children without learn different things, and any specialists that are contributing, they might learn more about early childhood development, they haven't had a chance to do.

So, there's lots of different benefits, and it's helpful to kind of hang on to those. The other thing is people worry about a child that's gonna need a

lot of physical support. And yet most of the children that are gonna be identified with a disability, have their delays in the area of communication and learning. So, you're not gonna be seeing children that need a wheelchair or that have really significant multiple disabilities. There will be a few, but those children come with a team. Those children are typically receiving services, so you'll have access to people with special experience and expertise.

The truth of the matter is you're gonna have kids with autism in your program. I can guarantee you the number of children on the autism spectrum in the state of California is very high right now. Does that mean that you need to learn about autism? Not necessarily, because you need to learn about individual children. You can never learn enough to know everything about every child that's going to walk in your door. So, we'll talk about that in a minute too. So, fear is the biggest barrier. One of the things we hear over and over is people are afraid, but you know they're not afraid of the child, they're afraid for the child.

People are used to being competent at their job, and they're so afraid they're gonna do something wrong, they're gonna make a mistake, and when we can give them knowledge and help them hear from other people who've been successful, then their fear fades and they become more competent and more comfortable. So, we want the message to be that everyone can be successful and including children with disabilities or delays in their program. In fact, many of them already are. So, this quote from Marie Curie is, "Nothing in life is to be feared. It is only to be understood." So, I really love to think about that.

What can we do to help people understand? And I'm sure many of you have been working, if you're a childcare provider, you may have identified a child who'd been with you for a while and then you'd notice some things that were different, and that child then is identified with a disability, but you've already been including that child all the way along. So, most people already have kids with disabilities in their settings. So, what's, when we started hearing Amber talk about this, is you probably don't need to make big major modifications, you don't need to rebuild things, you don't need to change everything.

You may be able to receive assistance and support for the changes you do need to make. So, if the child is receiving services, they may be able to get you access to equipment or help you with some of those other changes that are needed. And when you build an inclusive childcare program from the beginning, it's gonna be very, very rewarding for all the families and children in your childcare program. And you might find that even you are feeling like this is really fulfilling, 'cause it is fulfilling in a

different way. So, this is where I'm gonna give you time to think about belonging, and many of you have done this exercise with me.

I'm gonna invite you to do it again, but it is gonna be a personal reflection at this point. So, what I want you to do is I want you to think of a moment of a time in your life when you didn't fit in, when you felt as though you were different or separate. So, just think for a moment. It might be something that happened more recently, it might be a memory from your childhood. Maybe you just moved, maybe you'd gotten braces, maybe you were just a teenager. Teenagers never feel they fit in. So, just think for a moment of a time in your life when you felt like something's wrong here, I'm not fitting in.

For that period of your life, to yourself, answer the following questions. What feelings did you experience during this time? So, just think for a minute, what were some of the feelings when you were saying what's going on on here? I will tell you that when people are in smaller groups, and I do have people share back, I hear things like people were angry, they were afraid, they were ashamed. They were sort of shocked, they were really depressed. So, lots and lots of strong feelings when you're feeling like you don't belong and things are not right for you.

And then the next question is, did anything happen that either made you fit in or become comfortable with your uniqueness or your differentness? So, for some people, I'll use myself as an example, I was the tallest girl in sixth grade because I was the same height I am now. I haven't grown since. So, in the very beginning of sixth grade I was the tallest girl. Well, very soon other people started catching up to me and passing me. So, that awkwardness, that feeling like I didn't fit in, faded for me over time because I was able to...it just, time changed things. So, sometimes it's time.

Other times it may be that you find somebody whom you can connect with or can talk to and get some ideas of what is different and why your uniqueness may be okay. So, think in this situation, think about what did others do to support you during this time? So, was there somebody that connected with you or that you felt like you could be honest with and say I don't understand why when this is happening, I don't seem to be heard. What are you seeing when I'm in this setting? And they might be able to say, oh, I didn't know you didn't feel heard. Well, let's talk about that. So, you might have a person that could have that conversation.

You also might not have had anybody that could have been helpful, but looking back what do you wish people had done? And I think of this, again, my sixth grade year was rough for me. We moved in the middle of

my sixth grade year, and I had a hard time adjusting to the new school and making friends and knowing what to do at recess because it was very organized in my old school, everybody just was free play. So, those kinds of things were stressful for me, and my parents were equally stressed by the move. So, I couldn't go to them who usually were supportive people to me, I couldn't ask them for help.

And the teachers really didn't know how to help me. So, I wish now that I would have had some adult check in with me and look at that. So, I can think back to, when I taught, my first teaching job was sixth grade. And I have to tell you, I worked really hard to be the adult that could be present for a lot of those kids. So, that's, when you think about belonging. Belonging is not just being there. Belonging is that sense of connection, of integration into the whole. So, belonging is what we wanna keep in mind when we're looking at inclusion for young children.

So, when you're thinking about children, and as I said you're gonna wanna think about individual children, you don't need to learn everything about autism, you don't need to take 14 classes on autism because there's such variability in how a disability impacts an individual person. You'll never learn enough. What to do is figure out, you've worked with other three-year-olds, you've worked with other two-year-olds, what's different, talk to the family. How does this autism affect your child? Or how does the Down's syndrome affect her development? Or what do you notice about her that really works well?

So, if you can start thinking about, what do I already know about four year olds? And now what's different about this child? Oh, he's communicating in a different way, he seems to need a different kind of notice when it's time to change activities. He really is surprised by chant transitions. So, I wanna be sure I'm giving him notice in advance. So, you're gonna learn lots of things that you can do for that child. And along the way you may learn some things that will be helpful for other children with a similar disability. But again, your goal is, you don't have to know everything about the disability.

You have to know enough to know what you don't know. So, huh, this is different for him. He's not using words to communicate; he's using pictures and symbols. How am I gonna learn this? How is this going to work for me? So, those are the things you do wanna be thinking about for the individual child. And always as we're doing this, we're thinking about how can I make this child's experience feel more like belonging so that this child is having that belonging experience? So, one of the good news pieces is that when you look at inclusive childcare and you look at quality childcare, quality is the foundation for providing inclusive childcare.

So, we find that programs that are already at a high-quality level, they're having the most success with inclusive practice. They're able to do a lot of the typical things because they have that knowledge of what works for children. They're already used to looking and thinking about individual children, so that continues. So, what we've added in the revised edition is, we've really expanded and added to the section on universal design and universal design for learning. I'm hoping that you guys have heard of that before. Here's a quote from the center for American progress who's done a lot of interesting research on childcare programs.

And it talks about here that, "The key to a high-quality "program is what happens inside the classroom "or family childcare home, namely the interactions "that take place between the teacher and the child. "In a high-quality program, teachers engage children "with learning strategies that are tailored "to the age of the child and use an appropriate curriculum "to structure the learning experience. "A variety of supports are needed "to facilitate these interactions "so that high-quality teaching and learning can occur. "As such, the quality of an early childhood program "is dependent on the following three factors, "interpersonal interactions, physical environment, and program support structure."

So, what is it we always say in PITC? It's all about relationships. It still starts with your interactions. But you can see in just reading that description of quality care that if you are including a child with a disability right away, oh you're gonna tailor this to the age and development of the child. You're gonna use an appropriate curriculum, you're gonna facilitate interactions. So, all of these things really do benefit all children and make it easier to include children with disabilities. So, the group Child Care Aware, which used to be the National Association for Child Care Resource and Referral Agencies, is now Child Care Aware, and they have a great little brochure that's called Five Key Indicators for Quality Settings for Children with Disabilities.

And these are the five things, again, these are for children with disabilities, but I want you to think about any setting. You want a positive and healthy learning environment, so we want to have high expectations for all children. We want to be scanning for success. We want to be thinking about what works for children and how we can support them to continue to use that internal capacity they have for growing and learning. This next one is a really important thing to think about, the right number and mix of children and adults. I know many of you over the past year, year and a half with the pandemic have experienced different mixes of children and adults.

You may have had smaller class size, you may have had fewer adults, you may have had more adults. And what you find is there seems to be a good mix and that at some point things change. It's harder to maintain quality when the class size gets too large. I will say that for those of you who might be in special education, what we find is if you put all the kids who don't move and don't talk in the same classroom, that's not a good number and mix of children and adults because you end up needing more adults. So, there's lots of adult to child interaction, there's very limited interaction between and among the children.

So, we wanna look at not loading a program up with all the kids with disabilities. So, I know in some programs, they'll say, oh, well here we have four classrooms, this is our inclusion class. Meaning anybody with the disability goes to this class. We would rather you take and spread those kids across the four classrooms so that you have a bigger mix of children and adults. So, that's just one little thing, and again, that's a whole other training, but we do that for Beginning Together, so you can look into that. You also want to be sure that you have trained and supported personnel.

So, if you are including children with disabilities and that child has an individualized family service plan or an individualized education program, which is the service documents that they use when they're receiving specialized services, you can reach out and connect with and partner people who are providing those services. And we'll talk more about that next week, when we talk about collaboration. But trained and supported personnel, you don't need to have the special education training, but you do need the support of somebody with that training if you have questions or you want to know how to operate certain things.

The next one is a developmental focus on the child. So, really understanding and celebrating who that child is and what they're bringing to this setting. And when you look at it that way, I think, this is where I find family childcare providers and even infant toddler teachers seem to have an easier time with individualization, because you already have to individualize. If you have six one-year-olds in your care they are not all doing the same thing at the same time. Each one-year-old is... some are walking, some aren't walking, some are saying words, some are not saying words. You've got this whole mix even though they're all the same age.

So, you're able to hone in on development. The same if you get a child with a disability. You might find that, hey, their motor skills are very similar to their age, but their communication skills are behind. That's where the difference is, so I'm gonna focus developmentally on, they're

four year old but they're talking like a two year old. So, what are four year olds interested in? Let's find those things for them to talk about and interact with and engage in. And then the last thing should be first, but it's there because we have to treat parents as partners. When a parent is or a family member is raising a child with a disability, they've had to figure things out.

They've been doing this for a while so they can be a great resource, but they should not be told, just tell me what to do and then go away. Parents need to be a partner. They need to be, let me see what that looks like, here, let me give you my ideas, and vice versa. You might be able to help them with some things because they'll say, how do you get them to do that? And they'll say, well, he doesn't know I know better. Like, as a teacher I could pretend that I didn't understand him and make him use a sign or a symbol. And as a parent, he knows you understand him. So, he's not gonna, he's like, yeah, yeah, yeah, you know what I mean. So, it's fun, you can kind of have those back and forth conversations.

And I think we should be treating all family members as partners, not just the parents of children with disabilities. So, again, look at the crossover between high-quality and inclusive care. And then universal design. There's kind of two layers of universal design. So, universal design in general is kind of a concept or a philosophy. That means you can take a product or a service and make it usable by anybody who wants to use it. So, that can be, like, the fact that you have a ramp and stairs to get into a building. The ramp allows a lot of people to get in, including people pushing strollers, including people using wheelchairs, including some of the people who might be using assisted walking or a cane.

So, you can have this kind of universal design and that kind of came into architecture first, but you're also gonna look at products and services that are the most directly accessible and this won't... For children, we are always trying to figure out how can we make these things something that a child can grab, that they can manipulate, that they can move, because children do so much better with concrete learning.

So, here's a cute visual that was done by a cartoonist who has done a lot of really interesting things. There's a young man who's a wheelchair user, and he says, "Could you please shovel the ramp?" And the person doing the shoveling says "All these other kids are waiting to use the stairs. "When I get through shoveling those off, then I'll clear the ramp for you." To which the young man says, "But if you shovel the ramp, we can all get in." So, clearing a path for people with disabilities clears a path for everyone.

So, universal design for learning takes three elements and it looks at multiple means of engagement, multiple means of representation, and multiple means of demonstration or action. And you can look at your environment, your curriculum, your activities, and you wanna be sure it's inclusive of everyone. So universal design is one aspect. Universal design for learning takes it down and looks at how we use our brains. So, this is from a group called CAST, and they're the group that has done a lot of work on universal design and has information on their website. And we got permission to use this chart in the book.

So, it looks at here, multiple means of engagement which looks at the why of learning, multiple means of representation which looks at the what of learning, and multiple means of action and expression which looks at the how of learning. And then it talks about each of those things across the way. So, I'm gonna show you another video so that you get a chance to hear about and see a little bit more about universal design for learning.

Amber Morabito: However, adaptive materials and adapting instructions may be needed. Support for more significant changes in the program or facility may be available through your local educational agency.

Linda Brault: Oops, I showed the wrong one. That's the one I already showed. So, I thought I had this clever, I'm gonna share again, and then I will do it. So see, even though I do this all the time... Here we go... ...universal design and universal design for learning. Through this process, program staff think proactively and ensure that the physical environment is ready for all children and that there are multiple means of engagement, representation, and expression available.

Narrator: For more information about universal design for learning, see the video in this series, Creating Inclusive Childcare Settings.

Andrew Berk: Moving from "I can't" to "how can we...".

Linda Brault: All right, so I'm going to go back to my... PowerPoint. Here we are. So, we take it and each video, there's a little bit more on some of these, and we use lots of different classrooms and family childcare settings from across the state of California. So, I really encourage you to play around with the videos for your own learning and for use When you're --

Attendee: You still have five more minutes, lay still--

Linda Brault: Oops, somebody's unmuted themselves. So, chapter four looks at what is it that supports inclusion. And this is where you're looking at how do you

create those inclusive childcare settings? So, there's some basic elements to it like having a vision for how this is going to look and having champions that are sort of the inclusion facilitators and champions, and then really measuring success day by day, child by child, not getting hung up on too many things until the end. This is also in chapter four where we introduce the most common modifications, adaptations, and supports that are used for children with disabilities in childcare settings.

And so, we have, that's what I'm gonna be focusing on in addition to collaboration next week. We'll go into a little bit more details for that. But this picture is a great example. This is a little boy in a family childcare home who needs to receive feeding through what's called a G-tube or gastronomy tube, gastronomy tube? A G-tube, it stands for gastro something. And so, as the feeding is happening, the provider's able to do that to him while reading a book and including the other kids. So, everybody sort of sits around while he's getting this feeding. It's not something that has to be done separately.

So, some people are very intimidated by those kinds of medical procedures. But again, parents are sent home with children from the hospital and taught how to do it. So, in many cases, providers can be taught how to do something and what that was required. And they've tried to make this those kinds of things very simple for people. I will also say that this is an unusual thing, it's not that you're going to get a lot of children with these kinds of medical needs, but if you do get a child that has those kinds of medical needs there's a good possibility that someone can train you so that you can utilize and make use of those pieces.

So, Peter Mangione, who I know many of you know and love as I do, has worked with me from the beginning and always looking at inclusion and inclusive factors. And he is always got such wonderful things to say, I just included some of his stuff in the book. So, one is he really talks about how to create that culture of inclusion and belonging. And these are three things that he talks about. You start with the assumption that all children are competent. And I have to tell you, this is probably one of the things I love the most when I first took PITC's training. And that really understanding the competence of infants to communicate their needs, that that baby is able to tell me what they need.

I need to be better able to watch, ask, and adapt. So, understanding that for children with disabilities, assume that they're competent. They may show you in different ways, you may have to watch differently to understand them, but they bring a lot of competence, and that goes with high expectations for children. The second is you wanna make sure that the environment is accessible for all the children, but it also has to be

developmentally appropriate and challenging. Kids wanna have some things that test them and that draw them out. And then of course, based on the needs and interests of each child.

So, an example is if you're in a family childcare home, you've got school-aged children, you've got preschool aged children, you've got infants and toddlers. You know that you have to have small items out of reach of the infants and toddlers. So, you've figured out a way that the older children have a separate space that they can get the smaller items, et cetera. So, you've already kind of figured that out, you've looked at the interests and needs. If you're not used to mixed age grouping but you have a child with a developmental disability, you might find that that child is four but is more like a two year old and still puts a lot of things in their mouth.

So, you have to be thoughtful about what are the toys that are still appropriate for four year olds. But I have to be more careful to make sure they don't have small parts that can come off. That those kinds of things are... You just have to be aware of them, or you have to help educate everyone that if they're using something with a small part it has to be used in a special place. So, teachers can do that, family childcare providers have been doing that for years. And then the last one I think is the one that I love you all to keep in mind because while you might need to support a child to master a specific skill, to work on something, we wanna always keep the whole child in mind.

And we wanna really pay attention to the child's social and emotional experience. This is another reason that we really like to have the services provided to children in their childcare settings. Because let's say you're a physical therapist and you're really trying to get a child to lift one leg up, to lift one leg up. And you know that child just doesn't wanna do it when they're with you, there's no motivation. But if you get a bunch of children and you say we're gonna pretend that we're on a balance beam, everybody lift one leg up, and you're holding that child's hands, as the other kids are lifting their leg up they might be more motivated to do it.

Similarly, you might come to, a speech therapist might be trying to get a child to do some repeating of some words, and the child is just not in the mood right then. But they might be in the mood or they might be willing to do it when they're engaged with their favorite teacher later on. So, that teacher can then follow up and do that while supporting that child's social, emotional experience. I know that's one of the hard things for a lot of therapists is that they get children sometimes who are, get grumpy or they cry when they're doing therapy. And so, they aren't really able to support that child's social emotional experience fully.

We want to be able to, as the early care and education setting, figure out how is it that we can do that? How can we really, really support that child as much as we can? So, I love that Peter thinks of that and keeps that in mind. Here's the other things that you can do when we're trying to make modifications. And I always say, how is this... if I'm making a modification, like thinking of that child who was getting feeding from a feeding tube or if I'm gonna get some different kinds of markers out for this child to use, how can I do it in a way that promotes belonging that helps that child be a part of the group?

These questions that Peter poses are also very helpful, and in the video, we have exemplars of each of these. But just an example of, does the child have the opportunity to be in control of the learning experience? And if you think of some children that everything's done to them, a child with a physical disability especially. They have a lot of things done to them, but if they can get control, they might have desires to do things differently. They might be able to make a choice by showing you with their eyes which thing they wanna do next. So, anything we can do to help the child be in control.

The other thing is we sometimes forget that most children learn best when they initiate the learning. When it's something they're interested in you can't stop them, they will just keep pursuing that learning. And so, when, again, a child has a disability sometimes we overdo the adult initiation, we do too much for the children, or we think that that's where they're going to practice the best when they really might need to be, we might need to find ways that they can be motivated to initiate the learning themselves. We can set up the situation so they can practice more but we wanna make sure that that's available.

Can the child make choices while learning the skill? That's another incredibly important element that all of us, adults and children, really do well when we have choices. So, if we're being asked to do something that's hard, maybe if we can do it with a Mickey mouse toy instead of just a block, it's gonna be more exciting to us. Can the child initiate their own efforts to practice the skill? So, that's one of the things that I think people can benefit from that connection with specialists. If a specialist is working with this child and says, we really want this child to practice using his left hand.

You know, his left hand he doesn't use very much, but we know he can use it, and we want him to be using it more. And you're thinking, well, how can I do that? And so, there, you might generate some ideas. You're just gonna make sure he's sitting on your right side, so when you're handing something to him his left hand has got to come out first. So, that

means that he gets to initiate the practice, he can has his own efforts, but you're supporting him. So, it's brainstorming some things that might be different for you that you just haven't thought about before. And then down here, is the child initiating and participating in activities with peers?

The benefit for inclusion, inclusive learning seems to be that peer-to-peer learning. And that continues to start... You know how babies are so interested in other babies or other children, and as they get older, it becomes peer culture. They're really learning and participating because of the other children. So, even if a child has delays, they are still attuned to and looking at their peers. And we wanna make sure that we're helping them initiate and learning how to initiate appropriately with their peers. So, that's a whole another workshop too, but we sometimes have the child say, can I play with you?

Well, people say no, but if you have the say that the child go get a truck and you play with the truck right next to their trucks, that's how kids start playing, is you're playing next to them. And then pretty soon you're interacting. So, we wanna teach them some initiation that's going to be more successful. Is the child gaining self-confidence and showing the joy of accomplishment? You've all seen kids when they get so excited about something they've mastered, something they've learned. That's true for kids with disabilities too. And so, we wanna always be looking for opportunities for that child to really own it, to kind of take that accomplishment and show you their joy in understanding it.

And finally, is there room and the activity for the child to make discoveries? Are we able to be curious enough and open-minded enough to just see where this takes the child? Once they've shown some accomplishment with learning what do they do after that? Where do they take the activity? What do they do with the material? I think it's just really powerful when we can think of it that way. So, chapter five talks about how you identify concerns and find help. So, as we know, many children with disabilities are not identified before they're born. So, they may be in your setting before you're able to figure out what they need and the fact that, oh, their language isn't coming along or he's moving differently than other children.

So, we wanna help you be able to talk with and support parents when you're concerned about a child's development, or their behavior, but development is what we're thinking here. And we want you to understand the services systems that are out there. There's a health and medical system and then there's an early intervention and special education system. And so, in the book, we talk about those different systems, give you a little information. We also encourage you to do

multiple referrals. So, if you've got a child and you're worried about his language development, you say, well, when was the last names hearing was tested?

Let's make sure he gets to his pediatrician, and he can have his hearing tested. So, you're making that referral back into the medical system, but you're also saying, and also let's see if he's eligible for early intervention services. we can get an assessment. Those are free and the assessment will determine whether or not he needs some additional help. And that's true for birth and up. Early intervention is birth to three, and special education services tap in at three to five and above. So, those are some things that we talk about in there.

A lot of you know, that we have done workshops on talking with parents when concerns arise. And one of the things we've done at the Beginning Together Inclusion Institute is I did a presentation on talking with parents when concerns arise. And we were video, filming for the video for Inclusion Works!. So, the videographer captured, took my presentation which is typically about three hours, and he condensed it into 20 minutes. So, there's like a 20 minute version of this in the video. So, I'm gonna show you just a tiny bit of it again to show you what it can be. And if you were at this Institute, some of you may see yourself...

(video begins)...I always say, this is the hardest thing providers ever have to do.

Narrator: Early learning and care providers are in a unique position to support children who have or are at risk for developmental delays or disabilities and their families. Often, childcare providers are the first to notice a child who is learning, communicating or developing in a way that is different from other children. Differences that are not apparent in the child's home may become more noticeable in the group care environment.

Linda Brault: At the same time, families may approach you when they have concerns about their child's development.

Narrator: While this video covers some of the steps you can take to help families get connected to services, it begins with the most important step of all, how early childhood educators can engage with and support families through what can be a challenging time.

Parent: Only one would be, what specifically as a parent between the time he leaves you guys and the time he enters kindergarten, what would you recommend?

Narrator:	A second key element, how to work with other specialists, is covered more fully in the video, Collaborating for Inclusion. In this video, some of the challenges related to having this sensitive conversation with families are explored during a Beginning Together Inclusion Facilitator Institute.
Linda Brault:	So, there you go. Some of you may see yourself in that video. So, I think this is a really important point, and it continues to be a hard time for providers to share concerns with parents. So, I will encourage you when the book comes out, you can look at the book that exists now and see it. And you can also, when the new book comes out, there's some updated information. We also have things on the Map to Inclusion and Belonging website. We have a whole PowerPoint on talking with parents when concerns arise that has trainer notes, and I think many of you are familiar with that. So, we really try to provide a lot of different resources for you around this topic, but sometimes the best thing to do is to just be able to listen and to help the provider kind of think about what are they concerned about in sharing this information, 'cause many times they're afraid. What if the parent doesn't believe me? What if they think differently? So, role-playing a little bit, letting them try, how are you going to say this to the parent? What's it gonna sound like? I think those are really powerful ways to do that.
Elizabeth Crocker:	Linda, we had two questions in chat.
Linda Brault:	Sure, I'm gonna leave this up for a second 'cause this will show you, but yes, go ahead.
Elizabeth Crocker:	The first one was, will the second edition be available in Spanish? It's going to be translated?
Linda Brault:	I don't know, I think they're looking and seeing if there's funding available. That is the hope, but I don't know yet.
Elizabeth Crocker:	Okay, thanks for confirming that one. And the next question was when the new book will be out, available. I'm guessing it's going to be available electronically.
Linda Brault:	It's gonna be available electronically and if you come to the cainclusion.org/camap/map-project-resources/inclusion-works which we'll again give this to you, that's the current version is up there and downloadable, and there's a PowerPoint that goes with it and all that good stuff. That will be updated as soon as the one is out. If you're on any of the announcements that come out from the Department of Education, the CDE list serves, my suspicion is they'll also announce it when it's available, and certainly PITC will probably let you know too.

Elizabeth Crocker:	We've been assured that it's coming this summer.
Linda Brault:	Yes, yes.
Elizabeth Crocker:	We're talking the next month or two.
Linda Brault:	Yeah, I mean, as I said, I've got, this is the final, the reason I have these pictures, this is the back cover of the book. So, I've got the PDF of the version, and we were just making the final edits to make sure everything was correct. So, I'm really excited. And the videos are already up there. The videos we did and they, those got published first. So, they've been available for a while, and you'll know that they were taken a while ago 'cause nobody's wearing masks. It was pre COVID that we did that. The streaming service through CDE, that's where you can get a lot of the PITC videos, it's where you can get these videos.

I will also put in a plug for CPIN. If you have staff that you'd like to have more access to this information about Inclusion Works!, if they take, there's on the CECO training, not CEITAN. CEITAN also does training on this, but CECO, the California Early Childhood Online trainings, there are two modules of Inclusion Works! that show much more of the videos and have little quiz things that you take, and you can get credit for those. So, you may have staff members or you yourself might wanna take those and see some other ideas. So, we've tried to have... we believe in universal design, so we have multiple means of engagement and representation and action.

Anything else that came in the... I think I can show... So, most of you might know the website, but let me just show you the website so there's no, in case that's an area of confusion. So, let me share this as soon as it comes up. If you go to cainclusion.org, that's the primary website where all of my projects are housed. And so, you'll see right here there's the Map to Inclusion and Belonging. It's the map of California. If you click on the map of California, first of all you should be on this mailing list 'cause my staff member Cindy Arstein-Kerslaked like just does fabulous, fabulous things on this.

And you'd really will enjoy and just poke around on here, it's got a lot of good information. However, if you go down here, you'll see where it says Inclusion Works, there. It's got its own kind of section that you can just click right here, and it'll take you right to Inclusion Works!. So, ordering information, they used to sell them They aren't gonna sell the new ones, but you can select and download. This is the 2009 version. You can download it right now. You can see about training PowerPoints.

So, there's all sorts of stuff. We will be updating this page as soon as that is done. So, there you go. I think I can give you two minutes early because you know who who gets early time? To get on the mailing list for Map, if you go to that page, it says sign up for our mailing list, and you just provide your email address. So, see you next week. Next week, I'm gonna talk more about collaboration. Sure, I'll put that link in chat. We're gonna talk more about collaboration and the specific modifications. People are posting too fast.

Elizabeth Crocker: And the CDE streaming service, I'm not sure if it's going to remain free, but when they do charge for it, it's quite inexpensive. I believe it's like $14 or $15 for a single membership or $24.99 for an agency, and then $5 or $6 for each staff person in the agency to watch. So, if they do go back to charging, it's quite affordable, and it's available both within and outside of California. You do not need to be a California resident to benefit from that service.

Linda Brault: And again, I'll see you next week. We'll do some more. So, thank you all very, very much. Go have a good afternoon, and we'll see you then.