Early Childhood
Administrator Responsive Support

High Quality Inclusive Practices

May 5, 2022

2021-2022 School Year
Today’s Agenda

● Reflection on Least Restrictive Environment and a Vision for Inclusion

● Indicators of High Quality Inclusion

● Small Group Discussion
LRE AND Inclusion

Philosophy
Policy
Structure
Practice
NAEYC DEC Position Statement on Inclusion

3 things that resonate with you

2 examples of things you are doing that fit within the definition

1 aspect of the definition you are wondering about
Planning for Access and Participation

CT ELDS Supplement - Diverse Learners p.5
Inclusion Supports

• Universal Design for Learning
• Co-Teaching
• Peer Teaching
• Building Blocks for Teaching Preschoolers with Special Needs
• Multi-Sensory Approach
• Visuals Integrated into Environment
Indicators of High-Quality Inclusion

- Promote acceptance and appreciation of children’s individual and varying abilities
- Emphasis on collaboration and shared responsibilities for students with special needs
- Prioritizing joint planning time among school based teams to include general education teachers
- Administrators who look for evidence of access and participation of students with special needs in all activities
- Develop authentic and culturally responsive relationships with families
A Parent’s Perspective
Thinking About Access and Participation

After listening and thinking about Inclusion what is something you will take away and try at your school?
Responsive Support - Administrators' Round Table

First Thursday of the month from 9:00 – 10:00 AM

June 2, 2022
Resources

www.cast.org
THANK YOU!

Next Steps
Survey of Needs