

REFLECTION

Putting Your Vision to Action

After watching the YouTube video [Lea Goes to School!](#) (runtime 2:44), reflect on your thoughts about Lea's message. How does Lea's story help you embrace your next steps toward inclusion? Use the space below to capture your thoughts and questions.

Making Inclusion Work

After watching the YouTube video [What Makes Inclusion Work in Early Childhood](#) (runtime 2:50), use the space below to write down any ideas you have about making inclusion work.

KEY CONCEPTS

Definition of Least Restrictive Environment (from IDEA)

“To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled and special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs ONLY when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.”

LEAST RESTRICTIVE ENVIRONMENT 34 C.F.R. §300.550 (b)(1)-(2)

Please visit [Topic 2 "The Least Restrictive Environment: Foundations for Early Childhood Inclusion"](#) for more on LRE.



EXTEND YOUR LEARNING

Exploring Supplemental Aides and Services

Below are some examples of Supplemental Aides & Services, but it is not an exhaustive list. Use this tool to consider supports that might be appropriate for your child. Bring your ideas to the next team meeting! For more information, explore the [What Makes Inclusion Work Live Binder](#) section on **Adaptations and Support Systems**.

| Examples | How they might be used by all team members supporting a child | How they might be used for children I serve |
|-------------------------------------|--|---|
| Visual Supports | <ul style="list-style-type: none"> • Picture schedule to support transition • Visuals to support routines such as washing hands, blowing your nose, or cleaning up your snack | |
| Physical Therapy Services | <ul style="list-style-type: none"> • Support for movement within the classroom • Adaptations to support participation in group activities (e.g. circle time, gross motor time) | |
| Adaptive Seating | <ul style="list-style-type: none"> • Chair for independent sitting at story time • A chair with a footrest to add support while drawing at a table | |
| Speech and Language Services | <ul style="list-style-type: none"> • An adult facilitated conversation between children • A game to play with other children to practice new skills | |
| Assistive Technology | <ul style="list-style-type: none"> • A tablet (e.g. iPad) used in a small group activity to support turn taking • Individualized supports to encourage peer interactions | |
| Social Work Consultation | <ul style="list-style-type: none"> • An individualized social story developed by a classroom team and social worker • A group activity modified to practice friendship skills | |

Ideas or Notes on Additional Supplemental Aides and Services