

Universal Design

A Place for ALL
A Space for ALL

A Community for Friendship and Learning

Tools and Strategies for Including ALL Infants & Toddlers

First Things First
Phoenix Conference

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Been There.....Done That

Inclusion is for Everyone

Zero Rejection

All Children Deserve a Sense of BELONGING

Attitude

Knowledge

Skill

Moving away from specialized programs

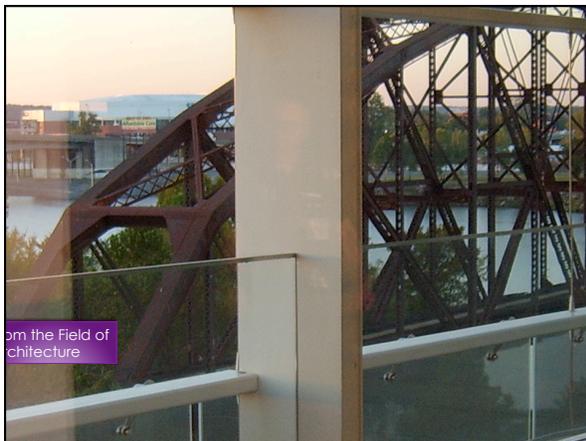
Moving toward programs that are inclusive of the needs of all children in a common setting

Looking from a new angle:

- The universal design of early learning “suggests that instead of creating a curriculum and then adapting it to meet the needs of individual children in the program, it is better to start off with an instructional design which provides learners with a variety of ways to access and process information and demonstrate what they have learned”
- (Blagojevic, Twomey, & Labas 2002).

Universal Design

What is it?
Where did it come from?



Principles of Universal Design

- Equitable Use
- Flexibility in use
- Simple and intuitive
- Perceptible information
- Tolerance for error
- Low physical effort
- Size and space for approach and use

Educational Application

- Equitable curriculum
- Flexible curriculum
- Simple and intuitive instruction
- Multiple means of presentation
- Success-oriented curriculum
- Appropriate level of student effort
- Appropriate environment for learning

The Goal:

- "the design of instructional materials and activities allows the learning goals to be achievable by individuals with **wide differences** in their abilities to **see, hear, speak, move, read, write**, understand English, **attend, organize, engage**, and **remember**"

• (Orkwis & McLane 1998, 9).

REACHING EVERY CHILD

- Multiple means of representation
- Multiple means of expression
- Multiple means of engagement

What Is Universal Design of Early Learning?

It is designing early education settings so all children, as equal and valued members of the program,

- may access and engage in all learning opportunities,
- learn from a common curriculum according to their individual strengths and abilities,
- and demonstrate their learning in multiple ways.

ALL CHILDREN ARE NOT THE SAME



Children with disabilities fall along a continuum of learner differences rather than constituting a separate category

A PLACE FOR ALL CHILDREN



Teachers adjust for learner differences for all children, not just those with disabilities or other special needs

EVERYONE CAN PARTICIPATE

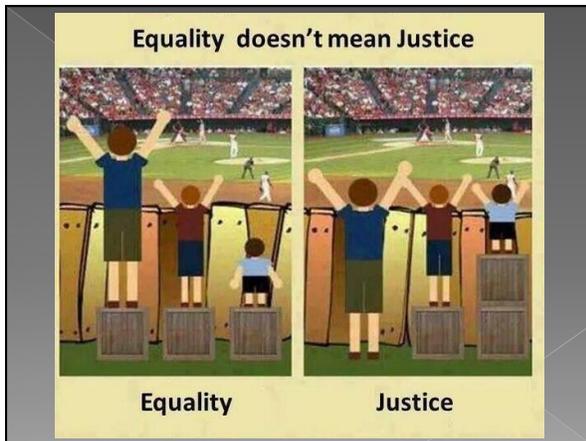
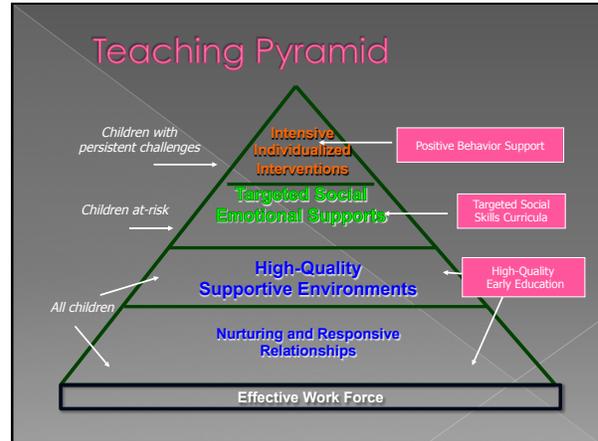
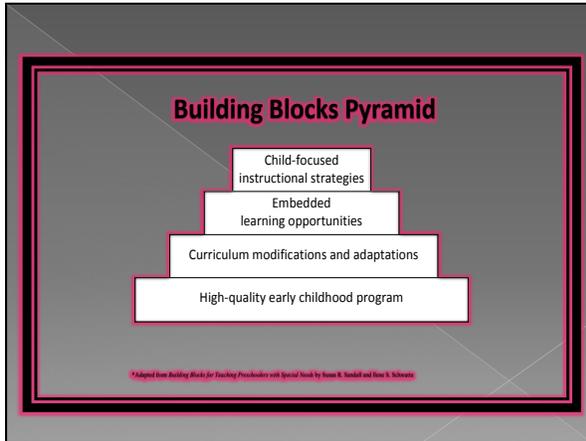


Curriculum materials should be varied and diverse, including multiple uses, a wide developmental range, easily accessible, and available for everyone.

DOING IT MY WAY



Rather than following a set curriculum, teachers allow for flexibility to accommodate learner differences



You know you are inclusive when every child:

- feels welcomed as a full and equal member
- accesses and engages in all learning opportunities
- learns according to his or her individual strengths and interests
- demonstrates his or her learning in ways that reflect the individual's strengths.

So What Does This Mean
for your learning and your
work in the field of Child
Development?

Three Ages of Infancy: Primary Issues

Young Infant
Birth to 8 months:
Security



Mobile Infant
8 to 18 months:
Exploration



Toddler
18 to 36 months:
Autonomy



Needs of Young Infants: Birth to 8 Months

- Close contact
- Primary caregiver
- Prompt responses
- Interesting things
- Moderate stimulation



Needs of Mobile Infants: 8 to 18 Months

- Caregiver acts as a secure base
- Safe environment
- Opportunities to move
- Toys at child's level
- Child allowed to explore
- Care teacher to share child's joy in competence



Older Infants: 16 to 36 Months

- Patience with "NO!"
- Provide guidelines
- Offer choices
- Support fantasy and creativity
- Assistance in play



Inclusion Scenario

- Physical Environment
- Materials
- Meal Time
- Schedules and Routines
- Outdoor Time
- Sensory Activities
- Staff

UNIVERSAL DESIGN WAY BEYOND INCLUSION

What is your next step?

What will you do differently?

How can you change a child's
experience in your program?

Resources for You!

California MAP to Inclusion:

www.CAinclusion.org

Disability Specific Information

Inclusion Works!

Parent Information and Handouts

Head Start Inclusion:

<http://depts.washington.edu/hscenter/>

Connect:

<http://community.fpa.unc.edu/connect/modules/>