



INCLUSION PRINCIPLES FOR UDLI



Inclusion

- **Involvement of all individuals** in a particular activity or setting ¹
- In **early childhood education** settings: empowers all children to actively participate in their natural learning environments ²
- Means of **removing barriers** and **improving outcomes** for all children ³
 - Evidence indicates that **inclusive preschools** foster **positive academic** and **social development** for both typically-developing children and those with special rights ⁴

Inclusive Classroom Strategies

- Set up the classroom to ensure that there are **accessible spaces** in the classroom for both children and adults with varied physical abilities ⁵
- Engage children in **discussion of similarities, differences, and intersections** between individuals and identities ^{5,6,7}
- Provide **learning materials** that reflect **individuals of different identities** (e.g., race, ethnicity, culture, gender, sexual orientation, [dis]ability status, religion, family structures) ⁷
- Provide opportunities to expand children's **cultural knowledge** (e.g., reading materials, music, art, discussion of holidays from various religions and cultures) ⁶
- **Language considerations:**
 - “Grownups” language to be inclusive of all children and family backgrounds ⁷
 - “You all” and “everyone” language to be mindful of gender identities ⁷
- Support children with **predictable routines** and **visual schedules** ⁸
- Create **regulation spaces** with different **sensory tools** (e.g., fidgets, shredded paper, kinetic sand, play-dough; encourage all children to use these spaces and materials as needed)
 - A **quiet space** for children who become **overstimulated** (e.g., adjustable lighting, calming activities) ^{5,7}
 - An area of the classroom for children to **seek additional sensory input** (e.g., gross motor movement and deep pressure input) ⁷
- **Class-wide heavy work** or **proprioceptive movement** activities to increase **regulation, body organization, and attention** (e.g., yoga, wall push-ups) ⁷
- Ensure that all children have the **same opportunities** to **assume different roles** ⁹
- Present children with opportunities to **borrow books** to provide **equal literacy opportunities** at home regardless of socioeconomic status and personal resources ¹⁰
 - Accompanied by **audio/video recordings** of the book read aloud in English to support independent exploration in families where English is a second language

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References:

