



ALL ABOARD: CREATING AN INCLUSIVE CLASSROOM

Successful Solutions Professional Development LLC

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ECE Virtual Classroom
Online Courses for Early Childhood Educators



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All Aboard: Creating an Inclusive Classroom

3 clock hours early childhood education

Course Description

Every child needs special attention in certain areas of learning and development from time to time. However, children with disabilities usually require consistent, long-term help and accommodation in the classroom. Including all children in the classroom, despite their needs, is crucial to having a diverse and inclusive classroom experience that everyone benefits from. It is the responsibility of the educator to teach and support each child to the best of their abilities. In this course, we will learn about creating an inclusive classroom and how to support development in children with disabilities.

Washington STARS credit: Interactions (3 hours)

CDA Content Area: Observing and Recording Children's Behavior (3 hours)

CDA Settings

- Infant/Toddler
- Preschool
- Family Child Care (Mixed-Age)

Learning Outcomes

- ✓ Discuss ways to create a welcoming and inclusive classroom environment through participation in peer discussions
- ✓ Describe the benefits of inclusivity as a teacher through a digital worksheet to check for understanding
- ✓ Apply knowledge of accommodation to various lesson plan examples
- ✓ Identify ways to incorporate more inclusiveness and diversity in their own classrooms through participation in peer discussions

Course Content

1. Course Agenda
2. What is an Inclusive Classroom?
3. Reverse-Mainstreaming
4. Reverse-Mainstreaming (1/7)
5. Everyone Benefits from Inclusion
6. Discussion: Benefits of Inclusion (2/7)
7. Supporting Students with Speech Delays
8. Supporting Students with Developmental Delays
9. Supporting Students with Hearing Loss
10. Supporting Students with Physical Disabilities



11. Discussion: More Inclusive (3/7)
 12. Inclusive Education
 13. Inclusive Education (4/7)
 14. Inclusivity During Circle Time
 15. Teaching Young Children About Diversity
 16. Picture Books About Inclusion and Diversity
 17. Lesson Plan: Our Classroom Book (5/7)
 18. Lesson Plan: The Colors I am Inside (6/7)
 19. End of Course Assessment (7/7)
 20. End of Course Evaluation
-

Sources

- Elements of Inclusive Education for Early Childhood Programs; by Inclusive Schools Network (2015) <http://inclusiveschools.org/elements-of-inclusive-education-for-early-childhood-programs/>
 - Delayed Speech or Language Development; by Kids Health <http://kidshealth.org/en/parents/not-talk.html#>
 - Making the Most of Morning Meeting; by Kara Hume (2006) <https://www.iidc.indiana.edu/?pageId=405>
 - Components of Inclusive Education; by Colleen F. Tomko (2006) <http://www.kidstogether.org/componentsofinclusion.htm>
 - Speech and Language Delay Disorder; by Kyla Borse, R.N. (2012) <http://www.med.umich.edu/yourchild/topics/speech.htm>
 - Tolerance and Acceptance: Teaching Diversity to Preschoolers; by Bright Horizons <https://www.brighthorizons.com/family-resources/e-family-news/2010-teaching-preschoolers-to-live-in-a-diverse-world>
 - Play Activities to Encourage Motor Development in Child Care; by Extension (2015) <http://articles.extension.org/pages/25802/play-activities-to-encourage-motor-development-in-child-care>
 - Guide to Promoting Inclusion in Early Childhood Programs; by Delaware Health and Social Services (2013) <http://www.dhss.delaware.gov/dms/epqc/birth3/files/guidetoinclusion2013.pdf>
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Glossary of Terms



Autism Spectrum Disorder (ASD)

Neurological disorder characterized by challenges with social skills, repetitive behaviors, speech and nonverbal communication, as well as by unique strengths and differences.

Behavior

The way in which one acts or conducts oneself, especially toward others.

Confidentiality

Confidentiality is the protection of personal information. Confidentiality means keeping a client's information between you and the client, and not telling others including co-workers, friends, family, etc.

Developmental Delays

Developmental Delay is when a child does not reach their developmental milestones at the expected times.

Diversity

Diversity includes important and interrelated dimensions of human identity such as race, ethnicity, gender, gender identity and expression, socio-economic status, nationality, citizenship, religion, sexual orientation, ability, and age.

Fine Motor Skills

Is the coordination of small muscles, in movements—usually involving the synchronization of hands and fingers—with the eyes. Fine motor skills let kids perform crucial tasks like reaching and grasping, moving objects and using tools like crayons, pencils and scissors.

Gross Motor

Gross motor (physical) skills are those which require whole body movement, and which involve the large (core stabilizing) muscles of the body to perform everyday functions, such as standing and walking, running and jumping, and sitting upright at the table.

Hearing Loss

Hearing loss is when the ability to hear is reduced. A hearing loss makes it more difficult for a child to hear speech and other sounds. Hearing loss is a common birth defect, affecting about 1 to 3 out of every 1,000 babies.

Inclusive Classroom

An inclusive classroom is described as having three components, including access, participation, and supports. An inclusive early childhood classroom provides an



environment in which all students, regardless of disabilities, can learn and develop together.

Physical Disabilities

A person with a physical disability is constrained by his physical ability to perform an activity independently such as walking, bathing, toileting, etc.

Red Flags

Red flags are warning signs that development may be delayed or atypical. These red flags are noticed when children don't meet milestones as expected.

Reverse-Mainstreaming

In reverse mainstreaming, regular education students are brought into special education classrooms. The program can be part-time or for a full school day. Usually, reverse mainstreaming is done in preschool and kindergarten classrooms.

Speech

Speech is the verbal expression of language and includes articulation (the way sounds, and words are formed).

Speech Delay

Refers to a delay in the development or use of the mechanisms that produce speech.

Optional Resources for Further Study

- Speech and Language Delay Disorder, University of Michigan, <https://www.mottchildren.org/posts/your-child/speech-and-language-development>
- Delayed Speech or Language Development, KidsHealth, The Nemours Foundation, <https://kidshealth.org/en/parents/not-talk.html#>
- 18 Fine Motor Activities for Preschoolers, Mess For Less, February 11, 2013 By Vicky, <https://www.messforless.net/18-fine-motor-activities-for-preschoolers/>
- Promoting the Inclusion of Infants and Young Children with Disabilities in Child Care, Philadelphia Inclusion Network a program of Child and Family Studies Research Programs, http://jeffline.tju.edu/cfsrp/products/materials/pin/Adaptations_and_Accommodations.pdf
- Guide to Promoting Inclusion in Early Childhood Programs, Delaware Health and Social Services Birth to Three Early Intervention System Delaware Department of Education, <https://www.dhss.delaware.gov/dms/epqc/birth3/files/guidetoinclusion2013.pdf>



- We are different, we are the same: Teaching young children about diversity, Better Kid Care, Penn State Extension, <https://extension.psu.edu/programs/betterkidcare/knowledge-areas/environment-curriculum/activities/all-activities/we-are-different-we-are-the-same-teaching-young-children-about-diversity>
 - 10 Children's Books that Teach Inclusion, Supporting Inclusive Communities – The official CLC Network blog, <https://makinguswhole.wordpress.com/2014/06/30/10-childrens-books-that-teach-inclusion/>
 - 11 Children's Books that Teach Inclusion, By Meg Kehoe, Apr 29 2016, <https://www.romper.com/p/11-childrens-books-that-teach-inclusion-9541>
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Course Author

A special thank you to [Kimberlee Turner, MS Ed](#) for developing the curriculum for this topic.

ECE Virtual Classroom Academic Coach

The Virtual Classroom Academic Coach's role is to support the ECE students through the training process. The Virtual Classroom Academic Coach reviews assignment per directions, monitors discussion threads, answers inquiries/emails, monitors student engagement, provides online student support, and regularly collaborates with team members on development. The Virtual Classroom Academic Coach serves as the facilitator and grader, while the Online Educators are the official state approved trainers.

Student Support

The best way to reach us is through live student support chat. Look for the Chat with Us bubble on the bottom left corner of the website.

Website: www.myececlass-observe.com

E-mail: info@myececlass.com

Phone: (360) 602-0960

Student Support Hours

Chat & Email Support

Monday - Friday

7 am – 6 pm



Saturday & Sunday	9 am – 6 pm
Holidays (Email Only)	10 am – 4 pm

Phone Support

Monday - Friday	7 am – 6 pm
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Required Assignments

Reading

The text on each page should be read. When you submit the worksheets, discussion boards, and click on the NEXT PAGE button, it will create a record of your progress moving through each page.

Videos

Watch the videos as you encounter them. If you have trouble with the videos playing, this may require that you update flash player on your computer. Optionally, some students find that if they are having difficulties playing the videos on their computer, they can view them on their phone. There is a link above the videos to view them on YouTube directly. You may wish to save the Youtube link for the video to refer to in the future, or in order to use another device for viewing.

Discussion

The discussion questions are a required part of the course. You may either post on the discussion board where you are contributing to the thread with other students. Alternately, you have the option of clicking on the link above the discussion board and submitting your response on a worksheet form. The ECE Virtual Classroom Coach will be tracking your submission of the discussion board assignments as part of meeting the learning outcomes for the course.

Worksheets

Check for Understanding worksheets are provided throughout each course. The worksheets allow opportunities to reflect on the course materials as you are progressing through the training. Watch your email in-box for trainer feedback. You may not receive feedback for every single assignment, depending on how quickly you are moving through the course. Instead, you may receive an email letting you know that your work was done well, with a certificate attached. If you need guidance, the trainer or the academic coach will be sending you emails with feedback with instructions for resubmission. Certificates will not be issued if worksheets are skipped, incomplete, or filled in with inappropriate responses. If you need assistance, we have student support available via Live Student Support Chat 7 days a week (Mon.-Fri. 7 am-8 pm and Sat.-Sun. 9am-6pm PST).



Quizzes

The end of course quizzes are primarily multiple choice and true or false questions, with occasional open-ended questions. 70% or better is required to pass the quiz. You can review the course materials and retake the quiz as many times as needed to pass. Automated emails are sent to you confirming that you have submitted the worksheets and quizzes and provide you with a link to resume at the next page.

Optional Course Items

The items below are offered in each course as options. Optional means that you have the choice to utilize them, or not.

Optional Resources for Further Study

We have included a wealth of resource links for you to explore and further your knowledge about each topic.

The resource links provided in our website are provided solely for your convenience and may assist you in locating other useful information on the Internet. When you click on these links you will leave our website and will be redirected to another website. These websites are not under the control of Successful Solutions Training in Child Development. Successful Solutions Training in Child Development is not responsible for the content of linked third party websites. We are not affiliated with these third parties nor do we endorse or guarantee their products, services, website content, etc. We make no representation or warranty regarding the accuracy of the information contained in the linked websites. We suggest that you always verify the information obtained from linked websites before acting upon this information.

Parking Lot

The Parking Lot is offered as an optional opportunity to interact with the trainer about a question that you may have about the course topic. If you do not have a question, it is not necessary to fill out this form, it is not required. If you choose to submit a question to the trainer, she will respond to you by email. Be sure to watch your email in-box.

You can always leave a message for student support on our Live Chat on the bottom left corner of the website, any time of day or night. If we are not available, we will respond by email as soon as possible.

Certificates

When you submit the evaluation form, that prompts the academic coach to review all of your work. We will evaluate your work to assure that you have met the learning outcomes. Once that assessment is complete, you will receive your certificate by email. Click Here for a sample certificate. (This certificate is an example. The student certificate may vary slightly). Certificates



are prepared 7 days a week between 7 am and 7 pm PST. In most cases, you should receive your certificate by email within a few hours after you submit the evaluation form, or first thing the next morning.

State Training Approval

This training may, or may not, meet annual training requirements in your state. Please provide us with your state, and any State registry ID number on the evaluation form, and if we are able to record your completed training with your state, we will. In some cases, for annual state credit, you will need to submit the certificate to the appropriate registry and they may or may not award annual credit. Providing a State Registry number to us does not guarantee that your state will approve the training for annual continuing education credit.

The following states have *pre-approved* our courses:

- Washington State DEL MERIT Trainer: Kimberlee Turner, MS Ed #4062747253
- Texas Approved Master Trainer: Kimberlee Turner, MS Ed #34928
- Illinois Organization Approval Number B102312
- Ohio (Entity OIN # 21084413)
- North Carolina Organization Approval
- Utah Organization Approval for Online Career Ladder Courses
- Vermont Organization Approval

Our courses may be accepted many states that do not require pre-approval.

Technical Requirements

- Laptop or PC
- Most students are able to use mobile devices such as tablets to complete courses. However, each device is different, and an individual's skill level with the device may determine their success with using a mobile device.
- Recommended web browser: Google Chrome
 - Microsoft Edge, Safari and Firefox are other acceptable browsers.
 - Internet Explorer is no longer supported by Microsoft, and you may have issues if you use it to take training.
- Operating System
 - Make sure you're using a current operating system (for example, Windows 10).
 - Outdated operating systems may cause technical difficulties.
- Internet Speed
 - Slow internet speed may impact loading time.
- Videos may require Adobe Flash Player.



Adobe Reader is required to open PDF files. Download Adobe Reader can be downloaded free
<https://acrobat.adobe.com/us/en/acrobat/pdf-reader.html>

