

A photograph of a woman with blonde hair smiling and holding a baby. The baby is looking towards the right. Another person's face is partially visible in the background. The image has a soft, warm tone and is overlaid with a semi-transparent dark red banner at the bottom.

# Building Belonging for Infants and Toddlers: Strategies for Inclusive Child Care Experiences

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INCLUSION INSTITUTE 2026

# Today's Objectives

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1

Describe the defining features of high-quality inclusion and what those look like for infants and toddlers with disabilities and their families in child care settings.

2

Review research and resources on the inclusion of infants and toddlers with disabilities and their families specific to child care experiences.

3

Learn strategies that promote belonging and inclusion at systems, state, and program levels.

4

Develop an action plan to strengthen inclusion and collaboration within your own program, team, or community.

# Some Expectations For Our Time Together

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Be respectful of each other's experiences

Be accessible—captions, microphone, take time

Be future-focused: We will identify but not take too much time to admire the problems

Share your experiences, ideas, and resources

I will synthesize our time and shared ideas and resources for us

Think about what is your scope of work to take away from our time together



# Introductions


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# Character Call

What children's character (book, movie, tv program) best embodies how you currently feel about including infants and toddlers with disabilities and developmental delays in early childhood experiences.



Wilbur (Charlotte's Web)—Terrific and Radiant!  
Little Engine that Could—I think I can!  
Sam I Am—I love it here, there, and every where!  
Lightning McQueen—I'm fixing and building the road at the same time  
Inside Out—I'm working out all the feels  
Curious George—I'm curious but need some guidance  
Alexander and the Horrible, No Good Day—Its rough out there  
Aladdin—where is the genie to make this all happen?  
Avengers—our team is assembled and ready to work!  
Mister Rogers—I'm looking for my helpers  
Sophie—I'm angry  
Others?

A photograph of several young children sitting on a light-colored floor, playing with colorful wooden blocks. The child in the center foreground is a young girl with curly brown hair, wearing a blue and white checkered shirt, focused on stacking a red block with a green one. To her left, another child in a red and white plaid shirt is also playing with blocks. To her right, a boy in a yellow and blue plaid shirt is looking down at his blocks. The background is slightly blurred, showing other children and a bright, indoor setting. The text "The Context of Inclusive Early Childhood Education" is overlaid in white, centered on the image.

# The Context of Inclusive Early Childhood Education

# Definitions for today

**Infants and Toddlers with Disabilities:** children ages 0-36 month with diagnosed disabilities, identified delays in their development and learning, and those at-risk for delays or disabilities. They may be receiving Individuals with Disabilities Education Act (IDEA) Part C services (*or early intervention*)

**Child Care** any programs that serve children and families that including (but not limited to) center-based child care, family/home-based child care, faith-based programs, park district/recreational programs, Early/Head Start, family/friend/neighbor (FFN) care.

# What is equity and inclusion?

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The state that would be achieved if individuals fared the same way in society regardless of race, gender, class, language, disability or any other social or cultural characteristic.

Equity means all children and families receive necessary supports in at timely fashion so that can develop their full intellectual, social, and physical potential.

From NAEYC (2019)

Some things we need to recognize to impact change:

Definitions of inclusion, equity, equality, and discrimination

Systemic racism, ableism, and all forms of oppression

Personal contributions

**We may need to unlearn, relearn, and learn differently**

# Definition of Inclusion

Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and their family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society.

The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential.

The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.

[DEC/NAEYC \(2009\); Policy Statement on Inclusion of Young Children with Disabilities in Early Childhood Programs \(2023\)](#)

# DEC/NAEYC Inclusion Statement (2009)



## Access

- \* Access to services
- \* Universal Design for Learning



## Participation

- \* Tiered support
- \* Embedded learning
- \* Individualization



## Supports

- \* Collaboration
- \* Systemic coordination
- \* Ongoing adult learning

# Sense of Belonging

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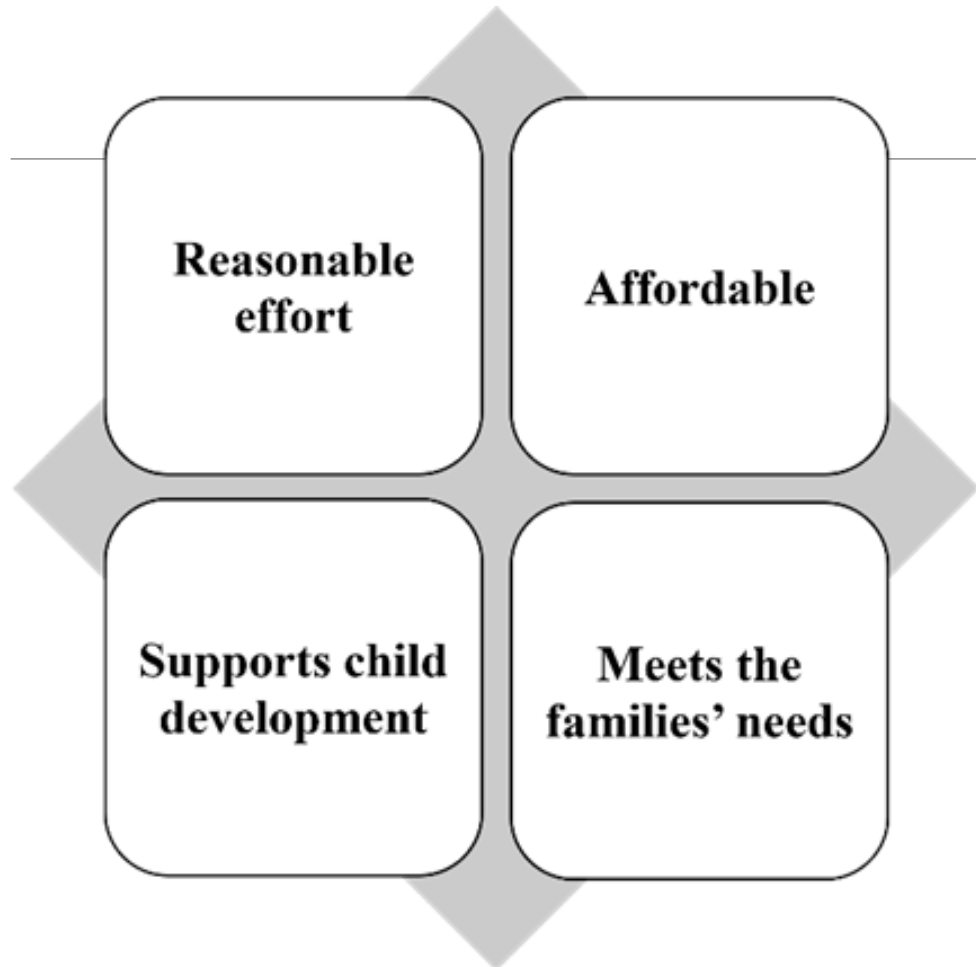
# Rightful Presence

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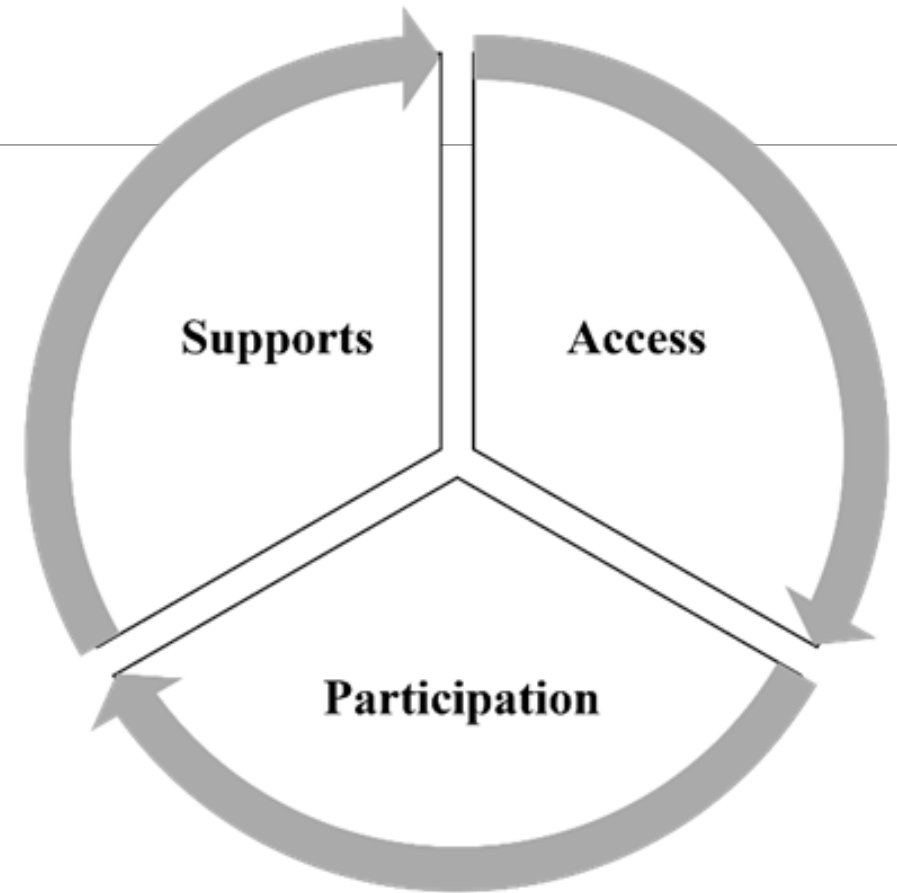
For children with disabilities and their families, rightful presence means more than physically being in the same space at the same time. It means ensuring access, participation, and supports to promote belonging. It also means that our systems are built for and enriched by children with disabilities. Currently, our systems treat children with disabilities as invited guests who gain value from being included rather than as members who belong and enrich our systems (National Center on Inclusion Toward Rightful Presence).

--DEC/NAEYC (2026)

# Child Care Access and Inclusion



Dimensions of Child Care Access  
(Friese et al., 2017)



Pillars of Early Childhood Inclusion  
(DEC & NAEYC, 2009)

# What is unique to families of infants and toddlers with disabilities in accessing child care?

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Responses from attendees:

Infants/toddlers can't verbally communicate or tell you what they need

Affordability of infant care

Child care separate from other services (e.g., Part C, medical)

May learn about disability/developmental delay early—child care may be the place developmental delays are identified

Build trust and relationships with families

Early and complex medical issues (e.g., g-tubes)

Gaps in access—not knows, where the best place to send children, put on waitlists before knowing needs of family

Child ratios and maintaining staff (workforce challenges)

Finding quality providers with low pay

Different rates for child care

May need a formal diagnosis for services (e.g., wait/see from pediatricians, wait times for specialists)

Willing or unable to provide care

# What does access look like for infants and toddlers?

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## Affordability

- Offer additional or prioritize funds for children with disabilities
- Infant care is expensive across the country (up to 35% of income)

## Reasonable Efforts

- Welcomes children with disabilities into programs
- Includes specific policies, practices, or infrastructure to implement inclusion and partnership with EI

## Supports Child Development

- Screening and assessment policies and practice support early identification and referral
- Has great potential to support child development—especially social/emotional development with peers

## Meet Family Needs

- Many program types are available in communities and during hours families need
- Curated supports for families is helpful and support in navigating services

# What does inclusion look like for infants & toddlers?

## Access

- Providing access to a wide range of learning opportunities, activities, settings, and environments is a defining feature of high quality early childhood inclusion.
- Supporting families in finding care that meets their needs (e.g., location, hours, affordability)

## Participation

- Supports to children so they participate fully in play and learning activities with peers and adults.
  - Routine-based and play-based learning
  - Social emotional learning with same age peers
  - Responsive interactions with caregivers, other adults, and children
  - Including infants and toddlers meaningfully in all program activities and materials

## Support

- An infrastructure of systems-level supports must be in place to undergird the efforts of individuals and organizations providing inclusive services to children and families.
- Collaboration across child care and EI at both state and program levels (including shared training)

## Belonging

- Making families and children feel part of the program community and culture
- Grounding program philosophy, vision, mission, and all policies and procedures in inclusion
- Preventing exclusionary practices



Creating a sense of belonging and inclusion for infants and toddlers with disabilities and their families is hard...**because we've made it so.**

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**Which means—we can make belonging and inclusion the norm!**

# What we know from families

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# Words are Powerful

We aren't  
equipped for  
your child.

You should find  
another place  
that can handle  
your child.

We don't know  
anything about  
your child's  
disability.

There is  
something  
wrong with your  
child.

We need help so  
your child can  
be with the  
normal children.

# Perspectives of Families

- Limited access to affordable and accessible programs
- Long waitlists and taking whatever is available
- Difficulty finding program that 'accept' their children
- Lack of programs willing to create relationships across early childhood and special education programs
- Lack of program-wide and administrative support to facilitate inclusive practices
- Increased likelihood of employment disruptions and lower incomes
- Increases sense of loneliness and isolation

Feeling broken

Failure as a parent

Unsustainable using multiple services

Responsible for coordination

Heaven sent

Felt like I could enjoy being a parent

Feel my child is part of the group

Weight off my shoulders

# What are the barriers to inclusion for infants and toddlers from your experiences?

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**TALK TO YOUR NEIGHBOR ABOUT THE MAJOR ISSUES.**

IMAGE FROM FRED ROGERS PRODUCTIONS



# Barriers/Problems from Attendees

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- Disruption in continuity of care
- Educator turnover, education, wages, burn out
- Knowing how to implement strategies (take plan into action, accountability to implementation)
- Attitudes and beliefs
- Policies and procedures
- Trying to build a system
- Fear (for families, educators)
- Liability, risk management, increased insurance cost
- EI providers may not be able to support in child care (or not know how)
- Collaboration across systems
- Caregivers may not know development
- Wait and see approach for evaluation/diagnosis
- Unknown of Early intervention services

# Overcome the Issues

## Issues

Once we get child care solved for other children, we'll address the needs of children with disabilities

Due to workforce shortages—we can't require more training

Child care programs won't allow EI professionals in their programs.  
EI professionals provide services in a separate room in the child care.

We can't share information with each other

We have separate training systems so we can't learn together

It is a liability issue

We don't have time for collaboration

We need more money for this.



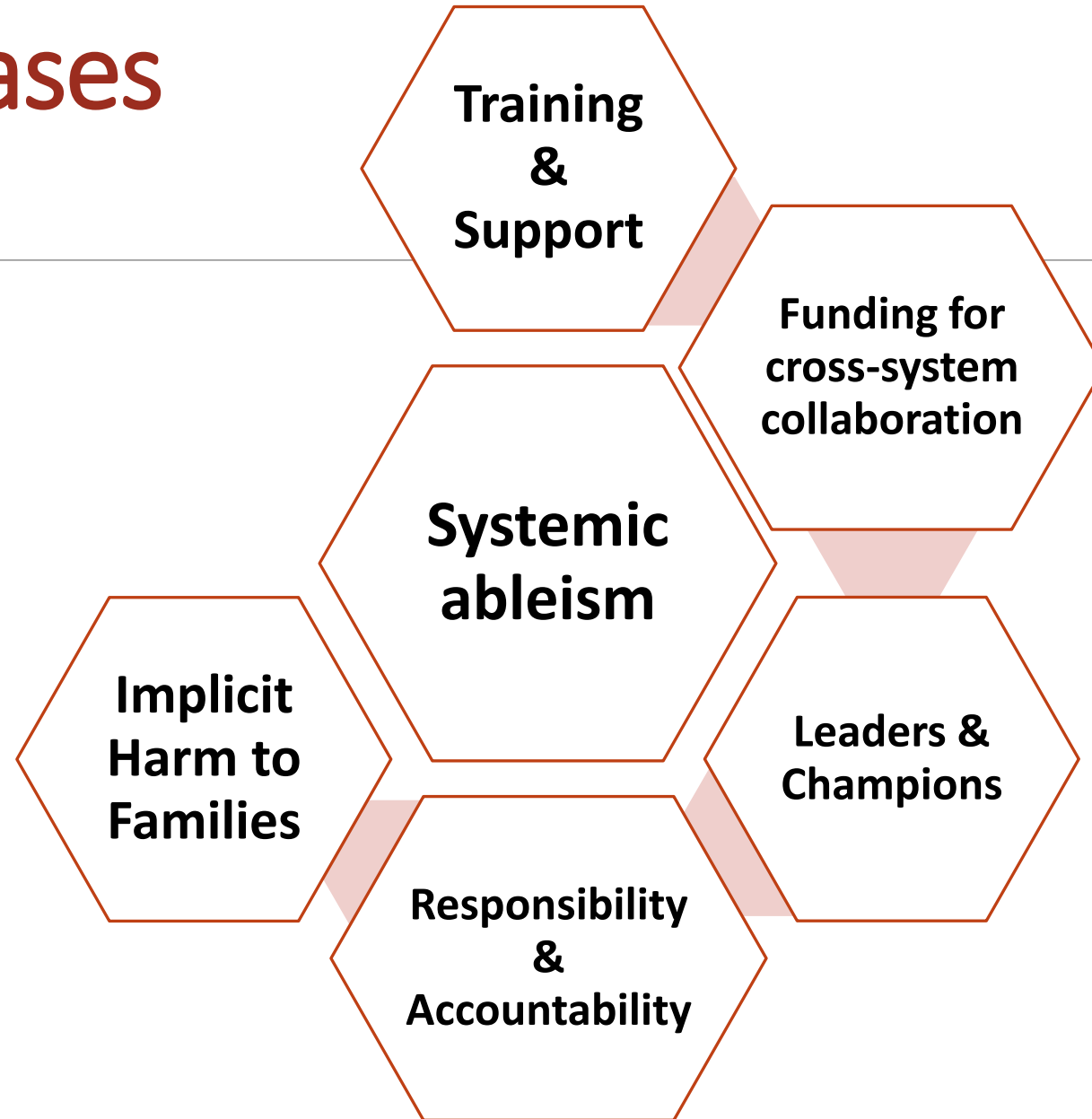
# Get Your Head in the Game

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HOW TO REFLECT AND  
RESET YOUR MIND FOR  
INCLUSION

# Beliefs and Biases

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# Equity and Inclusion Starts with You

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Beliefs drive our practices and interactions.

We all have prior knowledge and experiences that explicitly and implicitly ground our beliefs (this is ok).

Developmentally appropriate practice is inclusive.

From NAEYC Advancing Equity (2019)

Recognize your own implicit biases and how they influences your practices.

Seek out information and experiences that all you to grow and learn.

Consider inclusion as a natural and integral part of your work.

# Systems Level Considerations

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We live in a world in which we need to share responsibility. It's easy to say 'It's not my child, not my community, not my world, not my problem.' Then there are those who see the need and respond. I consider those people my heroes."—Fred Rogers

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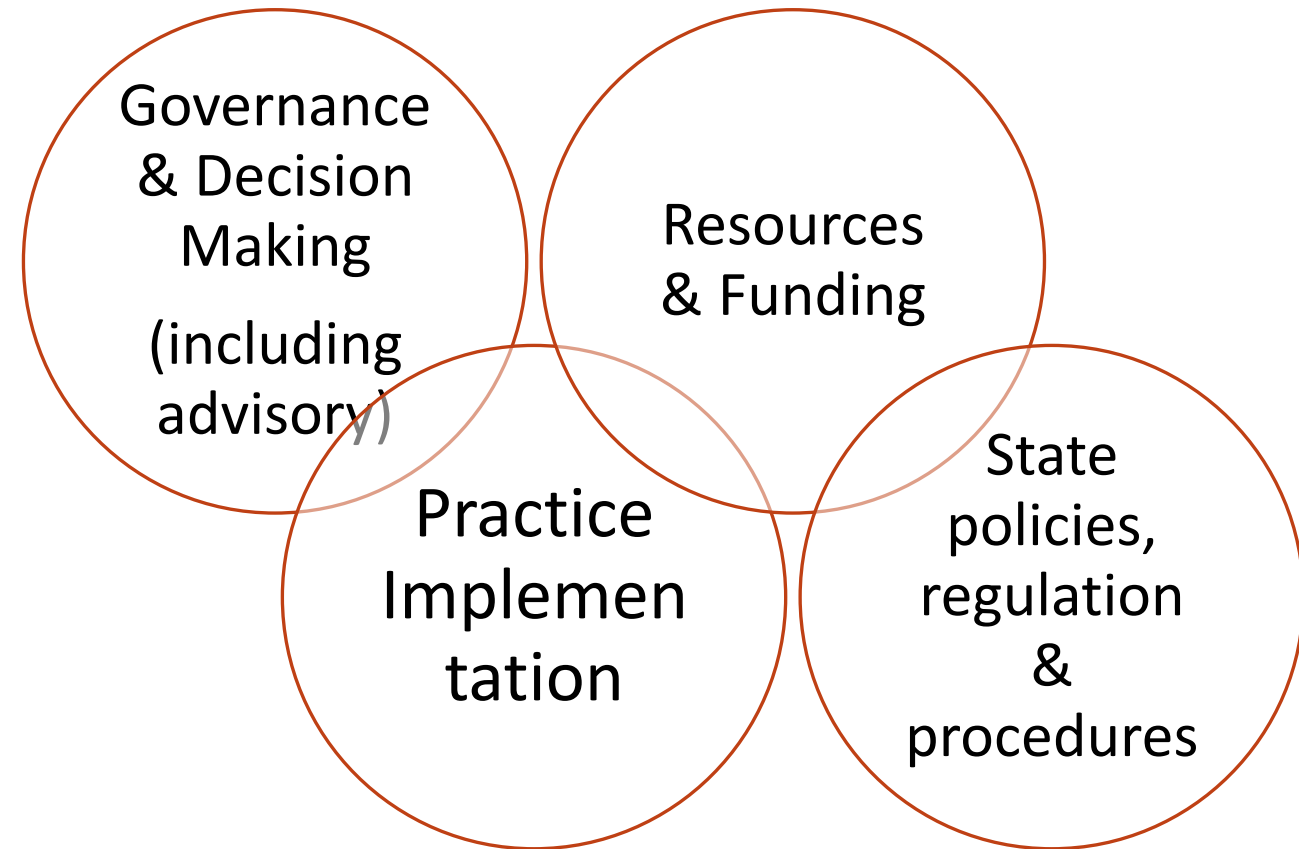
Photo from Neighborhood Archives

# Systems Consideration

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Consider:

- What are current partnerships?
- What exists?
- What is similar, different, or shared across child care and EI?
- What is missing?
- What is flexible?
- What supports inclusion and partnership? What is a barrier to inclusion and partnership?
- Who needs to be involved for systems change and implementation?



# Issues at Systems Levels

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## ISSUES IDENTIFIED IN STATE POLICIES

'All means all' approach

Policies are present for children with disabilities and infants and toddlers (but not specifically infants and toddlers with disabilities)

Disability is often omitted in child care policies.

Child care is often omitted from disability policies.

Policies meet the minimum law and aspirational but lack support for meaningful implementation

Complicated systems trying to combine

## ISSUES REPORTED BY STATE LEADERS

Overburdened state employees—so many things to do within their program, cannot add any more

Different offices, different procedures, different time availability, different funding streams

Decision makers may be disconnected to experiences of families and programs

Lack of specialized expertise and training for providers

Lack of awareness of potential for inclusion and partnership

# List of potential state components to consider

Child Care Development Fund (CCDF) Plans

QRIS/QIS Indicators

Child care licensing requirements

Child care and Part C policy manuals

Part C Annual reports and SSIPs

State strategic plans (e.g., Head Start Collaborations, advisory councils)

Systems analyses

Training system offerings

State professional requirements

Inclusion and exclusion policies

Forms (enrollment, partnership)

Advisory boards/council membership

Decision trees

# Address Systemic Structures

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- Model inclusion and collaboration at all levels—including system and state
- Review state and program policies on collaboration and information sharing.
- Protect confidential information and obtain appropriate consents. Parental consent is essential.
- Develop safety and liability procedures.
- Dedicated and compensated teaming time.
- Consider developing Memorandums of Understandings (MOUs)

# Program and Professional Level Considerations

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**I felt good  
because I have  
you as a friend.**

--Frog, Frog & Toad

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**BUILDING RELATIONSHIPS  
TO SUPPORT INCLUSION**





It is the **collective responsibility** of the Division for Early Childhood (DEC) of the Council for Exceptional Children to center the needs and realities of those who are most negatively impacted by systemic inequity. We advance and shape leadership, research, policy, and practice that supports, engages, and informs those who care for, educate, and work on behalf of young children with or at risk for developmental delays and disabilities. DEC works to identify, interrogate, and dismantle systemic inequities so that young children and their families thrive.

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DIVISION FOR EARLY CHILDHOOD MISSION

## Issues From Professionals

Seeing inclusion of children with disabilities as supplemental rather than integral

Lack of professional knowledge and confidence about disability

Lack of program-wide and administrative support to facilitate inclusive and family partnership practices

Too many things 'on the plate' for the state in early childhood—feeling a lack of support

High turnover and low compensation—impacting 'buy in' and training needs

Time, money, and personnel

# Components of Partnership

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Respect

Communication

Commitment

Collaboration

Think of your most important partnership—what are the critical ingredients?

Do you see these ingredients happening in professional partnership and collaboration?

# Relationships Across Early Childhood and EI Programs

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## **Understanding Each Other**

Program Purpose and  
Philosophy

Professional Respect for  
Each Other

Communities of Practice

# Relationship Building—Shared Learning

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**If we are never are  
never sharing  
space—why do we  
expect professionals  
to work together?**

How do your programs or agencies promote shared:

- Understanding and knowledge
- Expectations
- Terminology
- Practices
- Communication systems
- Referral systems
- Information sharing

# Leader's Role in Inclusion

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Program leaders:

- have a more consistent interaction with families over years
  - set the tone and model practice
  - establish and reinforce partnership policies, procedures, and practices
  - support staff in their own learning and growth
  - identify and fix issues
- 
- You do not need to do this alone.
  - Programs with inclusion champions—have stronger inclusive practices.
  - You can all be a leader!

# Strategies for Leaders:

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Seek out your own professional development and build your support community.

Recognize and repair ableism.

Evaluate your program from an inclusive lens—what is supporting or discouraging inclusion.

Deeply review each aspect of your program (e.g., vision, mission, philosophy, staffing, curricula, data and assessment, relationships with other programs and services) then enhance or change these to demonstrate your dedication to inclusion.

Hire people with an inclusive philosophy and provide ongoing training.

Ask for help when you need to.

# Solutions to Your Issue

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What small thing do you want address in your work?

Who do you need or want to help with you this?

What do you need to work on this (e.g., information, time, stories)

What is within your ability to do this change this week, next month, by August, by December?

Small  
Change

Big  
Impact



## Key take away

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Please take a moment to think about 1 thing you want to do from what we discussed today.

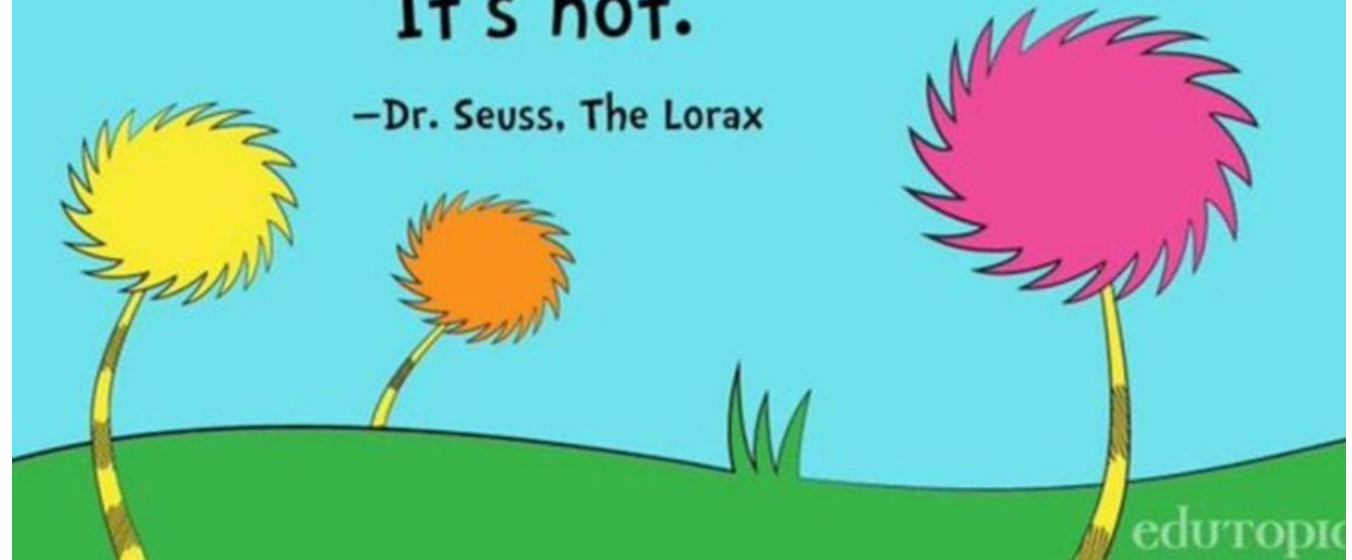
This can be many things including:

- Look at resources from today
- Connecting with another participant
- Reflect on own practice
- Reach out to 1 family member
- Reading an article on the topic
- Watching a video or film on the topic

Please write your 1 takeaway down—share it with your neighbor—text it to a friend.

**Unless someone like you  
cares a whole awful lot,  
Nothing is going to get better.  
It's not.**

—Dr. Seuss, *The Lorax*



# SMILE (ing) is my favorite!



Systemic	All levels working together (federal, state, local, institutions of higher education (personnel prep, research), administrators, practitioners, families)
Meaningful	Intentional practice towards inclusion Relevant to children, families, and communities
Inclusive	More than children in the same physical space but membership, a sense of belonging, access, participation, and support
Learning	Developmentally appropriate instruction across all domains of learning (including differentiation and individualization)
Experiences	Valuing the experiences children and family have and bring to your program.

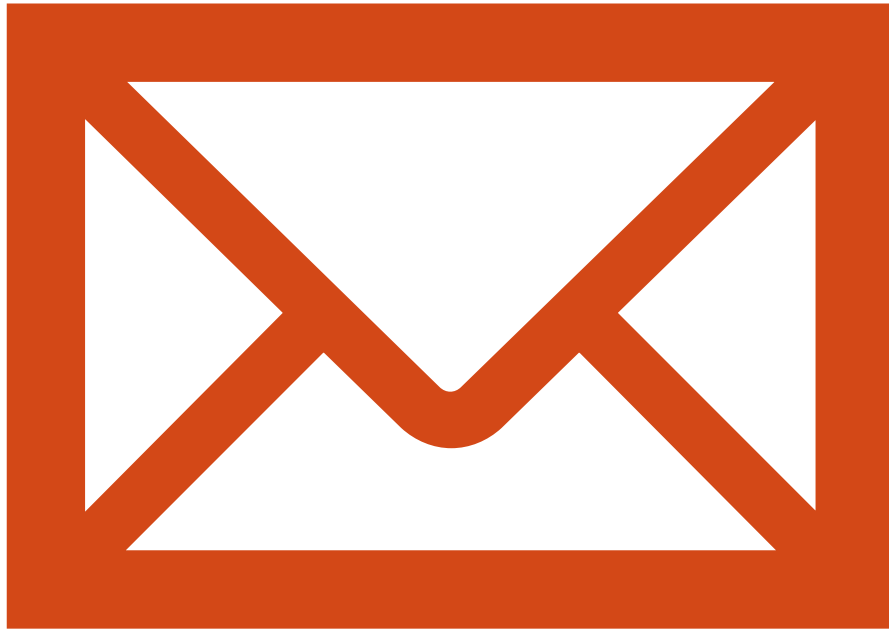
(Hile, O'Grady, Hayslip, & Weglarz-Ward)

# The Next Chapter or Sequel?

Now, consider what you need to make a difference related to inclusion of infants and toddlers with disabilities and developmental delays and their families.

**What is your power character or title of your story?**





# Thank you!

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STAY IN TOUCH AT

JENNA WEGLARZ-WARD

JENNA.WEGLARZ-WARD@UNLV.EDU

# Resources

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HAVING FUN ISN'T HARD IF YOU  
HAVE A LIBRARY CARD (OR  
ACCESS TO GREAT RESOURCES!)



# Early Childhood

Child Care Development Block Grant Act

Head Start Act, Head Start Performance Standards

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Quality Rating and Improvement Systems (QRIS)

Childcare licensing

Suspension/expulsion—see Nevada Exclusionary Practice Policy Statement

Maternal, Infant, and Early Childhood Home Visiting (MIECHV)—see collaboration guidance with Part C

# Special Education

Individuals with Disabilities Education Act (IDEA)—Part C

Americans with Disabilities Act (ADA and Childcare)

Rehabilitation Act Section 504

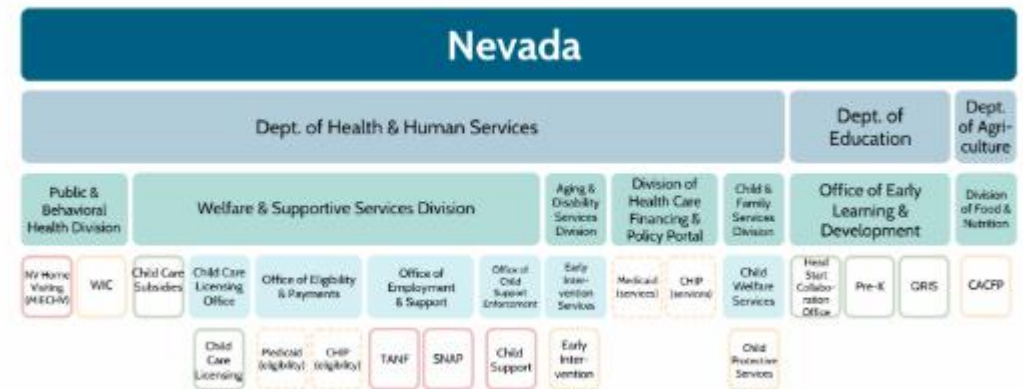
Inclusion in  
Legislation

# Look at how your state is organized



## Prenatal-to-3 Policy Impact Center

- Find your state
- Look at national trends
- Read case studies



# Some state initiatives

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South Carolina Child Care Inclusion Collaborative

Illinois Natural Partners in Natural Environments (see other slide)

Pennsylvania Resources

# Potential Collaboration Points

*\*Contact me for additional resource*

	Part C System	Child Care System
Program Awareness	<p>Share EI information with Child Care Resource and Referral, subsidy, and early childhood councils</p> <p>Share definitions and examples of natural environments</p>	<p>Share child care information with EI programs including different types of programs, curriculum, assessment, and centralized systems.</p>
Child/Family Enrollment	<p>If family indicates they use child care: Share the benefits of teaming with child care for EI services Ask how they would like their child care programs to be involved Complete any information sharing paperwork</p>	<p>If child is already receiving services—ask how you can support them in their EI journey. Offer to meet with EI team including attending IFSP meetings. Complete any information sharing paperwork.</p>

# Potential Collaboration Points (continued)

	Part C System	Child Care System
During developmental screening and evaluation	Partner with child care program to include additional forms of assessment (e.g., assessments, portfolios, observations)	Partners with EI program to share assessment information Offer to complete assessments at child care program
While child attends child care	Meet with project leadership and staff to build relationships. Learn about curriculum, assessments, schedules, and staffing Set up communication system Learn about child's routines Provide resources on embedded learning and disability-specific strategies Coach caregivers	Meet with EI team to build relationships Learn about their approaches and coaching models Set up communication system and planning time Support staff in understanding EI Provide support to welcome EI services into program Embed IFSP outcomes and instructional strategies into daily routines

## Introduction to Early Intervention



### An Early Intervention Visit

**An EI Visit**

- You and your family are active participants in EI visits.
- Support** - You and your provider will work with your child to increase participation in everyday activities. Your provider may watch you with your child and give you new ideas and show you ways to support your child's participation.
- Coaching and Learning** - With your desired outcomes in mind, the provider serves as a coach showing you strategies to work with your child and help your child learn. You can practice these strategies with their support and ask questions to ensure you are using the strategies correctly.
- Focus and Follow-up** - Your provider may ask what changes you've seen in your child and how things have been going since your last visit.
  - Review new information about your child and consider new information about your child and family that the provider may need to know.
  - You and the provider will come up with a focus for the visit at the beginning of the session together.
- Questions** - Feel free to ask questions about how and why these strategies were chosen and how you can use them in daily activities.

**Wrapping up the Visit**

- The provider may suggest services and supports that your family might find helpful.
- Your provider can also help you plan ways to use what you have learned during the visit as part of daily life with your child.

**Where to Get More Information**

- Early Intervention Clearinghouse**  
eiclearinghouse.org  
A library of videos, books, manuals, and journals related to the development of young children with special needs and their families. This free resource ships materials directly to families. The web site lists other resources in the state and nationwide.
- Illinois Early Learning Project**  
illinoisearlylearning.org  
This project delivers information about learning and development guidelines in Illinois as well as resources for staff and parents on a variety of early childhood topics.
- eXtension Parenting**  
www.extension.org/parenting  
This program provides reliable parenting information and strategies for children birth through age five. Check out their Just in Time Parenting e-learnings which are specific to your child's age and needs.

### EITP Working in Child Care as an EI Provider

**Child care settings are ideal for early intervention services.** They have regular routines, play-based and child-centered activities, and opportunities for peer interaction. Additionally, many programs run all day and year-round providing continuity of care. Providing quality, coordinated care between child care and early intervention (EI) can improve child and family outcomes.

**If the family requests services in the childcare setting, it is important to establish a respectful, collaborative relationship with the child care provider (CCP).** To be effective and respectful, you should take time to learn about the child care program philosophy, schedule, routines as well as staff roles and responsibilities. In turn, you can share information about the EI process, your role, what to expect during an EI visit, and their role in EI. With the family's permission, share and discuss the IFSP with child care providers.

**Discuss with family members how they would like to involve their child care provider in early intervention.**



### EITP EARLY INTERVENTION TRAINING PROGRAM

## Natural Partners in Natural Environments: Childcare & Early Intervention



### Ways to Involve Child Care Providers

- During evaluation & assessment**  
CCPs can provide valuable information about the child's skills and behavior during their care.
- During plan development**  
CCPs can provide information about daily routines, child preferences, and changes experienced in the childcare setting.
- Throughout intervention**  
CCPs can utilize and help to recommend strategies to support child's development during routines and activities.

**During visits**

- Follow the visitor policies of the child care center.
- Take time to work with the staff.
- Greet child care providers and staff.
- Share any plans for your child's care.
- Embed intervention with daily routines, and practice strategies.
- Ask the childcare provider for suggested strategies.
- Model interventions and discuss how these techniques can be used in functional outcomes.
- Allow time for questions from the provider.
- Discuss ways of supporting the provider, such as coaching strategies.

## A Guide to Early Intervention Services in Illinois

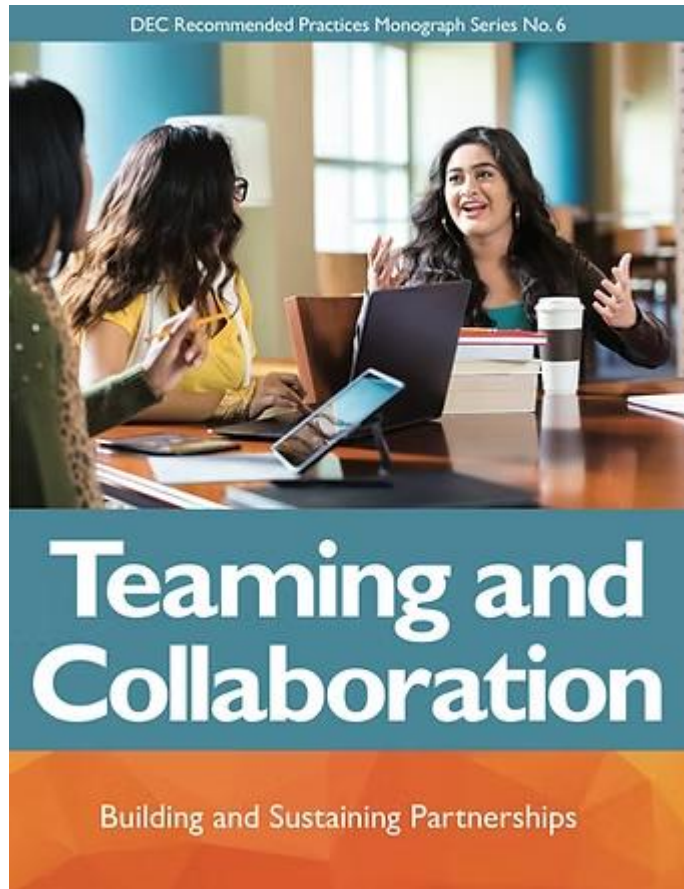
## Early Intervention and Child Care...Natural Partners in Natural Environments



# Natural Partners in Natural Environments

WEGLARZ, WARD (2018)

# Collaboration in Child Care Settings: Using Teaming to Support Infants & Toddlers with Disabilities



5

## **Collaboration in Child Care Settings** Using Teaming to Support Infants and Toddlers With Disabilities

JENNA M. WEGLARZ-WARD  
*University of Nevada, Las Vegas*

# DEC Learning Deck (\$25)

This 1 hour online recorded training provides strategies and resources to support program-level and individual-level practices.



# Building Inclusive State Child Care Systems

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This guide provides guidance to state systems across Part C, Part B, and child care (specifically CCDF plans) to support inclusive policies

## Building Inclusive State Child Care Systems

Division for Early Childhood & Start Early



# Explaining Natural Environments

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## Natural Environments: Where All Children Belong

Natural environments are a key part of the Individuals with Disabilities Education Act (IDEA) early intervention programs and support the idea that children with disabilities and developmental delays learn and play in everyday settings that are typical for all children with and without disabilities.

**WHERE: Places your child learns and plays every day.**

Homes of family and friends, public libraries, public parks and pools, playgrounds, children's museum, and play groups.

**WHO: Familiar family and caregivers.**

Early intervention helps family members and caregivers learn how to support your child's learning throughout all the amazing activities you do together.

**WHAT: Familiar activities within your daily family routines – at home, at child care, and in the community.**



**At Home**

- Playing with other family members and pets
- Household chores
- Sleep routines
- Bathtime
- Mealtimes
- Reading



**At Child Care**

- Playing with friends
- Being a classroom helper
- Playing with different toys and materials
- Exploring the playground



**In the Community**

- Going to the grocery store
- Attending library story time
- Playing at the playground
- Traveling on a bus

# Indicators for High Quality Inclusion

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## Indicators of High-Quality Inclusion

Children with disabilities receive care in a variety of settings including schools, childcare centers, Head Start programs, and family child care environments. Yet, families encounter difficulties in securing care for their children with disabilities, leading to a reliance on fragmented settings and services, as outlined in the Center for Child and Family Success' [Start with Equity: 14 Priorities to Dismantle Systemic Racism in Early Care and Education](#). Children with disabilities from Black, Indigenous, and other people of color (BIPOC) populations and dual language learners (DLLs) face challenges in receiving equitable and inclusive access, experiences and outcomes.

These four sets of indicators were designed by a group of [national partners](#) to respond to the evolving needs of the early childhood education system. The Inclusion Indicators should be used as a capacity building tool rather than a performance checklist or assessment. The Inclusion Indicators help teams implement inclusive practices at all system levels: state, community, local program, and environments where children receive care. They also help teams discuss barriers to inclusion and develop effective solutions. The Inclusion Indicators are written broadly enough to allow state, community, and local program teams to implement inclusion in various settings, and specifically enough to be a coaching tool once implementation plans are developed.

 [State Indicators](#)

 [Community Indicators](#)

 [Local Program Indicators](#)

 [Early Care and Education Environment Indicators](#)

 [Glossary](#)

# What do exclusionary discipline practices look like in early childhood settings?

*Examples of exclusionary practices in early childhood*



## In-School Suspension could look like...

Disciplining a child by sending the child out of the classroom, such as to the director's office.



## Out-of-School Suspension could look like...

Asking a family to pick up their child early because of behavioral issues (e.g., biting, hitting, not following directions).



## Expulsion could look like...

Telling a family that they will need to find another care arrangement/center because the child is not a "good fit" for the program or that the program can 'no longer support' their toddler or preschooler.



## 'Soft' Expulsion could look like...

Asking the family repeatedly to pick their child up early because of behavior issues, requiring them to leave or miss work frequently.

# Exclusion in Early Childhood

In-school suspensions – Practices that involve removing or excluding the child from the classroom.

Out-of-school suspensions – Practices that involve temporarily removing the child from the program.

Expulsions – Permanent removal or dismissal from the program.

Soft-expulsions – Practices that make it so that the program is not a viable or welcoming care arrangement for the family and leaves the family with little choice but to withdraw their child.

See [Zeng et al. \(2020\)](#) for more information about exclusion of children with disabilities

# Exclusionary Practices in Early Childhood

Resources on preventing exclusionary practices:

- Videos (see left)
- [US DHHS/DOE \(2017\) Policy Paper](#)
- [National Center on Pyramid Model Innovations](#)
- Recent research articles
  - [Buell et al., 2022](#)
  - [Zeng et al., 2021](#)



Parenting a Disabled Child: Nurturing Self Worth | Shailen Singh | TEDxTexasStateUniversity

Let's Talk! Webinar

Early Childhood Suspensions: The Impact on Families



March 27, 2019



# Read, Watch, and Learn

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## Books

Disability Visibility by Alice Wong

Unteachables: Disability Rights and the Invention of Black Special Education Disability Rights and the Invention of Black Special Education by Keith Mayes

Every Child Can Fly: An Early Childhood Educator's Guide to Inclusion by Jani Kozlowski

Learning as a Way of Leading: Lessons from the Struggle for Social Justice by Stephen Preskill and Stephen Brookfield

Demystifying Disability: What to Know, What to Say, and How to Be an Ally by Emily Ladau

## Movies, videos and other media

[Crip Camp](#)

Life Animated

[Disrupting Implicit Bias in Early Childhood Program](#)

[Considering Culture and Equity in Teaching and Learning](#)

[Forget Me Not](#)

[Parenting a Disabled Child: Nurturing Self Worth](#)

# The Dance of Partnership (Fialka, 2001)

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1. Choice: Do you want to dance?
2. Forced intimacy: Too close for comfort.
3. Identification of partners: Will the real partner(s) please come forward?
4. Role expectations: Who's leading this dance?
5. Differing priorities: Do you hear what I hear?

More from Janice—[From Puddles to Pride](#)

# Resources

## Find Your State Resources

- Centralized referral site (example--[First 5 Nevada is centralized site for early childhood](#))
- Find your state's parent center [here](#).
- IDEA Part C Interagency Coordinating Council
- Early Childhood Advisory Council
- Developmental Disability Council

## National Resources

- [Early Childhood Technical Assistance Center](#)
- [Early Childhood Personnel Center—Family Information](#)
- [Subscribe to Division for Early Childhood Email List](#)
- [Neurodiversity Alliance](#)