



Inclusion From the Start: Where Big Ideas Meet Little Learners

2025 Early Childhood Summit

**Dr. Kristie Pretti-Frontczak
and Dr. Julie Causton**



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To Achieve Inclusion we MUST:

1

REDESIGN SYSTEMS AND STRUCTURES

that center and value our human diversity, foster strong relationships and create a true sense of belonging between and among us

2

PRIORITIZE HIRING

diverse and inclusive-minded leaders, creative and compassionate educators, and skillful paraprofessionals

3

ELIMINATE BARRIERS

to students' access, participation, and learning by abandoning inequitable practices, policies, and procedures

4

CREATE WELCOMING SPACES

where students' multiple identities are seen and celebrated



CO-TEACH AND COLLABORATE EFFECTIVELY

by sharing instructional roles, designing authentic lessons, and generating joy-filled learning experiences



PARTNER WITH FAMILIES

to incorporate their dreams for their children



DIFFERENTIATE TO CREATE ACCESS POINTS

that allow students to engage in meaningful experiences, share their thoughts and ideas, and demonstrate their competence

8

PROVIDE ADDITIONAL SUPPORT

and enrichment for ALL - continuously and seamlessly - when and where students need it



UTILIZE CHALLENGING BEHAVIORS

as an opportunity to create warm and safe relationships, reduce stressors, soothe systems, and nurture students' well-being



Trusting, Easy Going, Optimistic



Generous, Kind, Sensitive



Energetic, Confident, Fun-Loving



Wise, Articulate, Mentor-Like



Organized, Responsible, Leader-Like



Loyal, Lovable, Obstacle finder



Naive, Unfocused, Unrealistic



Attention Seeking, Reckless, Neurotic



Unfocused, Over Confident, Impulsive



Know-it-all, Long winded, Overbearing



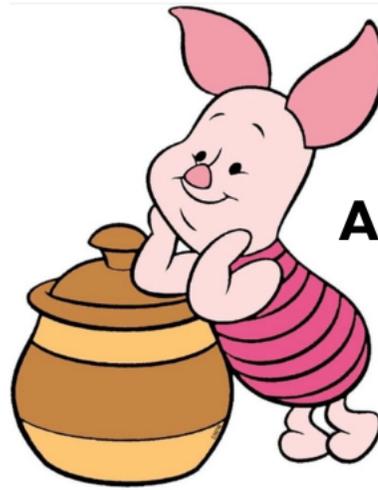
Controlling, Rigid, Bossy



Needy, Brooding, Energy Drain



Eating disorder



Anxiety disorder



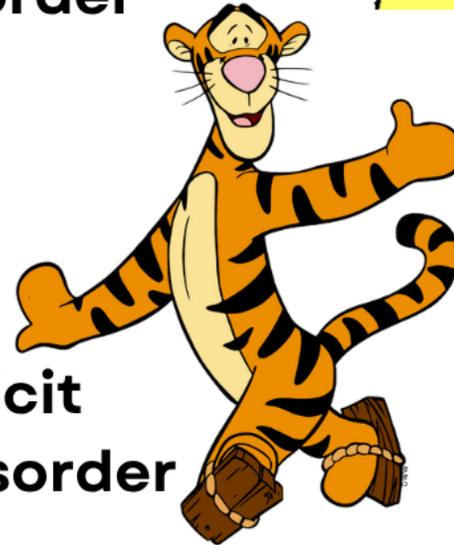
**Narcissistic
Personality Disorder**



**Obsessive
Compulsive
disorder**



**Major Depressive
disorder**



**Attention Deficit
Hyperactivity Disorder**



Schizophrenia

TRANSITION TO AN EQUITY LENS OF DISABILITY



MEDICAL LENS



EQUITY LENS

- Disability resides within the individual
- Focus on individual pathology or impairment
- Aim is to fix or remediate
- Disability labels are seen as deficits
- Focus on the label as a problem, not the systems
- Ignore systemic inequities

- Disability is a socially constructed identity
- Focus on societal barriers that disable people
- Aim is to provide “just right” supports
- Disability is a natural difference
- Focus on the systems as a problem, not disability
- Name and address systemic inequities

Language That Lifts

Ultimately, the way we think about, talk about, and write about children impacts how we offer support and services

Language That Lifts: Simple Shifts for Powerful IEPs



The way we write about students directly impacts the way we offer services and support.

From progress reports to IEPs, it's essential to use words and phrases that affirm the **strengths, gifts, and talents** of all students.

Out of habit, tradition, or even unconsciously, teams discussing children who qualify for special education services in the U.S. often focus on the "roots of failure" rather than the "roots of success."

To become more inclusive, we must change our language—especially in IEPs, transition plans, and progress reports.

The transformation happens when teams shift from labels and deficit-oriented language that diminishes children's capacity to **language that lifts** and creates a new narrative about what is possible.

STRENGTH



Communicating the Shift to Inclusive Education with Families

SHARING THE BENEFITS OF INCLUSIVE EDUCATION: 20 TALKING POINTS FOR FAMILIES

When discussing a shift toward more inclusive services, it's essential to reassure families that this change is about providing their child with the best possible educational experience, not reducing the support they receive. Inclusion means ensuring that all students have access to quality education alongside their peers, with the right services tailored to meet their individual needs.

This resource offers 20 talking points backed by research, rights, and best practices, which you can share with families to help them understand the many benefits of inclusion. These points emphasize that inclusive education is a student's right to a quality education, and that all students deserve the opportunity to learn and grow.

Talking Points with Families About the Benefits of Inclusion*

TALKING POINTS FOR FAMILIES OF CHILDREN WITH DISABILITIES

ACADEMIC BENEFITS FOR YOUR CHILD

Access to Grade-Level Curriculum: Inclusive classrooms offer children with disabilities the opportunity to learn alongside their peers, which can lead to improved academic outcomes. Research shows that children with disabilities in inclusive classrooms often perform at the same level as their peers because of higher expectations and support.

Improved Learning Outcomes: Research shows that children with disabilities in inclusive classrooms often perform at the same level as their peers because of higher expectations and support.

Learning Beside Role Models: Children with disabilities in inclusive classrooms often learn from their peers, which can lead to improved academic and social skills.

Opportunities to Learn and Grow: Children with disabilities in inclusive classrooms often learn from their peers, which can lead to improved academic and social skills.

How to Communicate the Shift to Inclusive Education to Families

by Drs. KPF & JC | The Inclusion Podcast



Self-Contained Classroom Myths

Our very best intentions...



SAFER



FEWER
DISTRACTIONS



PERSONALIZED

Facts about Segregated Classes + Solutions

- Students spend less time on academic instruction
- Students are taught more frequently by paraprofessionals
- Students experience higher levels of distractions
- Students receive less individualization of instruction
- Students have less access to grade-level content

Everything You Need to Know (and Be Able to Do) to Close Life Skills Rooms



Create Multiple Access Points

Drastically changing up what goes on in the classroom so that students

- have multiple options for how they experience
- have multiple ways to demonstrate what they are learning

Increasing access points means to include

- readiness options
- interest options
- learning preference options

Access points are

- a student's best way of learning
- something that connects and is relevant
- multiple ways to teach the same content
- multiple ways for students to show what they know and can do
- accounting for students' feelings and emotional needs

Access Through Choice

- Sense of **agency**
 - Ownership
 - Motivation
- Reduces **stressors**
- Sense of **belonging**
- Anyone and everyone (**ALL**)
 - "Cross categorical"
 - Ageless
- Embedded within **ongoing** activities and lessons

101 Ways to Incorporate **CHOICE** in Learning
Because...Choice is the Friend of Inclusion

Choice of LEARNING WAYS

1. Standing desks
2. Walking on a treadmill or around the room/building
3. Graffiti style
4. Clipboards or music stands
5. Working nooks or learning pods
6. Seated: couch, stools, yoga balls, beanbags, recliner
7. Floor: carpet squares or floor mats
8. Michael Angelo style under a table or desk
9. Stadium seating or cafe seating
10. Balance boards

Choice of LOCATION

1. At desks or tables
2. At smart boards or windows
3. At centers or stations (e.g., construction areas, reading areas, social areas)
4. Collaborative spaces
5. Quiet spaces and nooks with limited distractions
6. In the hallways
7. In partner classrooms
8. In other spaces in the building (e.g. stairs, gym, auditorium)
9. Outdoors
10. Virtually

Choice of TIME NUMBER AND LENGTH

1. Number of stations/centers to complete (1-6)
2. Time ranges (e.g., finish in the next 15 - 30 minutes)
3. Flexible schedules (students pick when to work on what)
4. Reflection time or downtime as a choice each day
5. How long to work with various learning partners
6. Genius Hour - designate an hour for students to focus on something they love
7. Students set goals for how they spend time
8. Options for how long they want to spend on a task
9. Length of time spent with peers vs. on independent work
10. Order of activities within a lesson or unit

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What if...

- Behavior Isn't a **Problem** to Fix?
- Behavior is a **Message**?
- Behavior Is Their Way of Asking for **Help**?
- Anger, Tears, or Silence Are **Signals**?

Reframing Behavior

- Acknowledge and overcome the traditional “fix-the-child” mindset.
- Introduce the shift that **behavior is communication**, not defiance.
 - Behaviors are students’ best available tools in that moment.
 - Even “misbehavior” is an attempt to ask for connection, control, or safety.
- Rather than pushing back—we lean in to figure out what they **need**.
 - Behaviors point us toward the unmet need beneath the surface.

Imagine the **classroom** as a house.



You — the educator — are the **thermostat**.

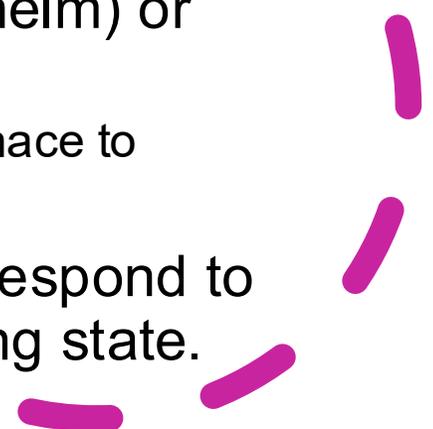


Your **students** — their emotions, their bodies, their brains — are the **furnace**.



The Thermostat Analogy

- A thermostat doesn't force the furnace to act a certain way.
- It senses when things get too hot (overwhelm) or too cold (shut down).
 - Then it adjusts to create conditions for the furnace to respond.
- Likewise, don't just react to behaviors - Respond to what you *sense* — the student's underlying state.



“Children and youth are able to use a steady adult nervous system as extensions of themselves. An emotionally attuned educator or caregiver has the ability to shape the growth of the child’s emotional systems.”

Co-Regulation

Setting the Temperature for Learning: Your Role as a Co-Regulator



As educators, we’re not just teaching math, reading, or history — we’re shaping humans. Every student, from our tiniest preschooler to our most independent senior, needs us to be more than instructors. They need us to be emotional thermostats — calm, connected adults who create a classroom climate where their nervous systems feel safe enough to learn, grow, and problem-solve.

Imagine the **classroom** as a house. 

You — the educator — are the **thermostat**. 

Your **students** — their emotions, their bodies, their brains — are the **furnace**. 

A **thermostat’s** job isn’t to force the **furnace** to behave a certain way. The **thermostat** senses when the environment is getting too hot (overwhelmed) or too cold (shut down), and **adjusts** itself to create the conditions where the **furnace** can **respond appropriately**.

In this analogy, you don’t just respond to what you see — behaviors like shouting, withdrawing, or fidgeting. You respond to what you sense — the underlying state the student is in.



Start Here: 5 Practical Inclusion Moves for Preschool Teams

2025 Early Childhood Summit

**Dr. Kristie Pretti-Frontczak
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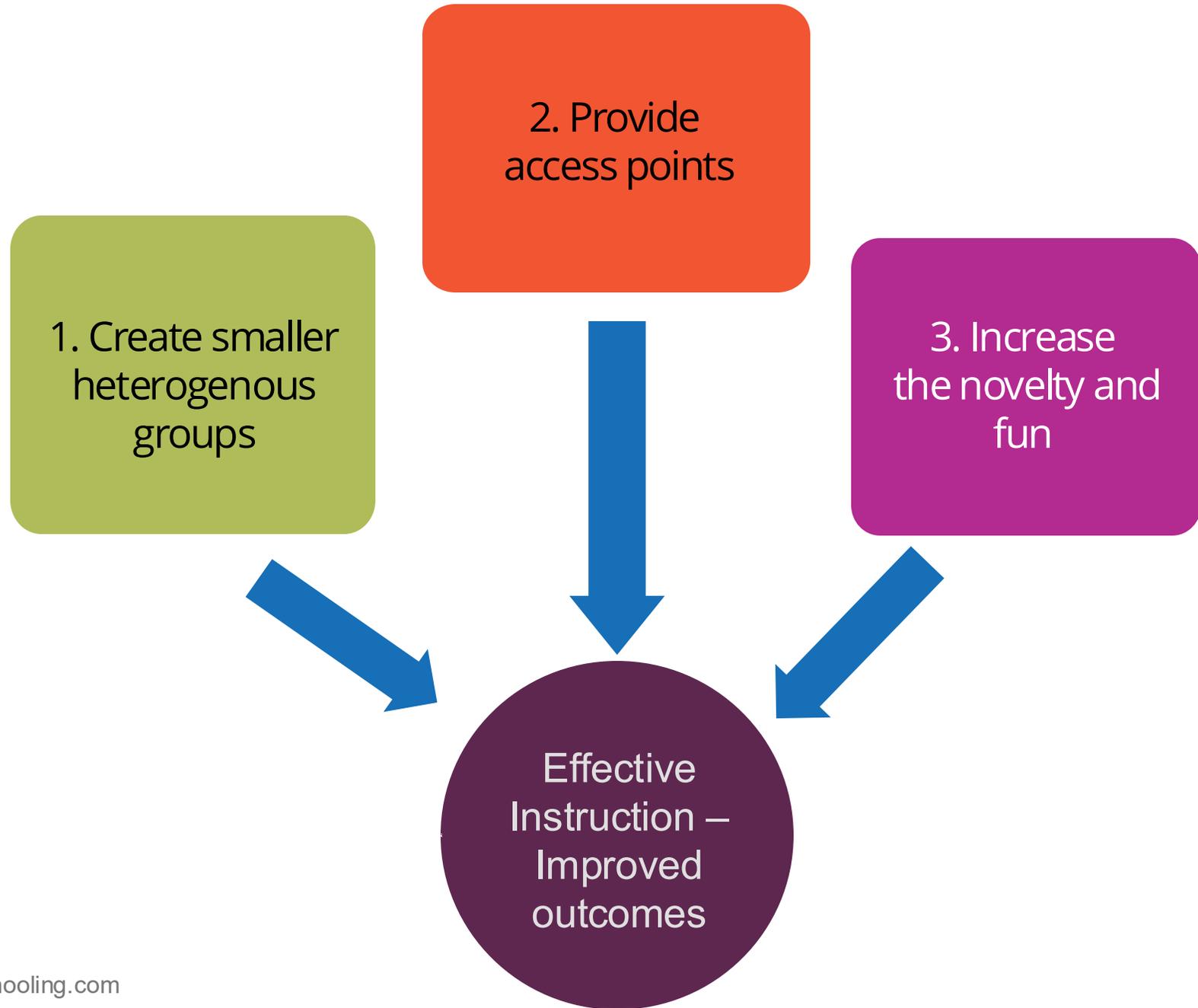


Inclusion Move #1: See Co-Teaching: A Professional Relationship

- Any time two or more adults **SHARE** and **DISTRIBUTE** instructional responsibilities
 - **Length** can vary- 5 minutes or 5 hours
 - **Title** can vary- any combination
 - general education, special education, related services, paraprofessionals, administrator, parent volunteers, others?
 - **Roles** can vary- all participate in planning, instructing, and evaluating

Co-Teaching is a Formula for Success

= 1+2+3!



6 Co-Teaching Models:- But Only the 3 Best

MORE EFFECTIVE

- Station Teaching
- One Teach/One Make Multisensory
- Parallel Teaching

LESS EFFECTIVE

- Duet Teaching
- One Teach/ One Assist
- One Teach/One Float

Support is a Verb— Not a Human

Support is a Verb: What Inclusive Teams Do

In inclusive schools, support isn't something a student gets—it's something educators do. This living, breathing resource is grounded in the idea that support isn't a place, a person, or a program—it's a series of intentional actions. It's not about adding more adults to the room; it's about making thoughtful moves that help every student belong, grow, and succeed.

Inclusive teams operate with purpose. They are creative, collaborative, and consistent. Most importantly, they take deliberate steps to implement evidence-informed strategies—drawn from the 13 key categories below—that provide real, practical support to every learner.

When we treat support as something we actively build into our classrooms, inclusion moves from a goal to a daily reality.



Support Isn't Always Needed or Wanted (from any adult)



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AFTER ONLY TWO MONTHS AS A TEACHER ASSISTANT, GLADYS FINDS HER SPELLING HAS IMPROVED, MATH SKILLS ARE HONED, AND SHE HAS DISCOVERED SHE HAS ARTISTIC ABILITY.

- Watch assumptions about when support is needed
- Avoid jumping in to solve or speed things up
- Respect the student's space and preferences
- Allow for processing time and down time
- Teach students strategies to help them make choices and advocate for themselves

Unintended Challenges From Human Supporting Students

Becoming dependent on adults

Interference with friendships

Provocation of behavior problems

Separation from classmates

Paraprofessional relationship replaces the peer connection

Stigmatization- impact on belonging



“But I thought my job was to sit next to Joe.”

- Paras/EAs are there to do three things...
 1. Help Joe to become as independent as possible.
 2. Help Joe connect to other kids.
 3. Fade support.



Support by Paras During Small Groups

Watch your voice
volume

Monitor your air –
time. Be sure to
honor
students' voice

Redirect students to
work with one
another if they are
mainly talking to you

Be mindful of the
timing– if groups are
rotating at a certain
time

Be sure the student
is the one doing the
thinking and the
work (not you)

5 Questions to Help FADE Supports



1. During which activities will you begin to fade your supports?
2. In what ways will you build in more natural and invisible supports throughout the day?
3. When will you be able to talk with the educators to help create more opportunities for appropriate material modifications and peer supports, if necessary?
4. How will you provide the student with more opportunities for choice in supports and activities?
5. How will you build in ways the student can self-advocate?

Inclusion Move #2: Reframe Behavior

- Acknowledge and overcome the traditional “fix-the-child” mindset.
- Introduce the shift that **behavior is communication**, not defiance.
 - Behaviors are students’ best available tools in that moment.
 - Even “misbehavior” is an attempt to ask for connection, control, or safety.
- Rather than pushing back—we lean in to figure out what they **need**.
 - Behaviors point us toward the unmet need beneath the surface.

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Listen Beneath the Behavior

Behavior	Possible Message
Yelling out	<i>"I need attention," "I'm overwhelmed," "I'm excited!"</i>
Withdrawing	<i>"I feel unsafe," "I don't understand," "I'm overstimulated"</i>
Refusing to work	<i>"This is too hard," "I don't see the point," "I need support"</i>

20 Student Behaviors and What They Might Be Trying to Say

Download from your dashboard



Listening Beneath the Behavior:

20 Student Behaviors and What They Might Be Trying to Say

A COMPASSIONATE GUIDE TO UNDERSTANDING THE MESSAGES STUDENTS SEND

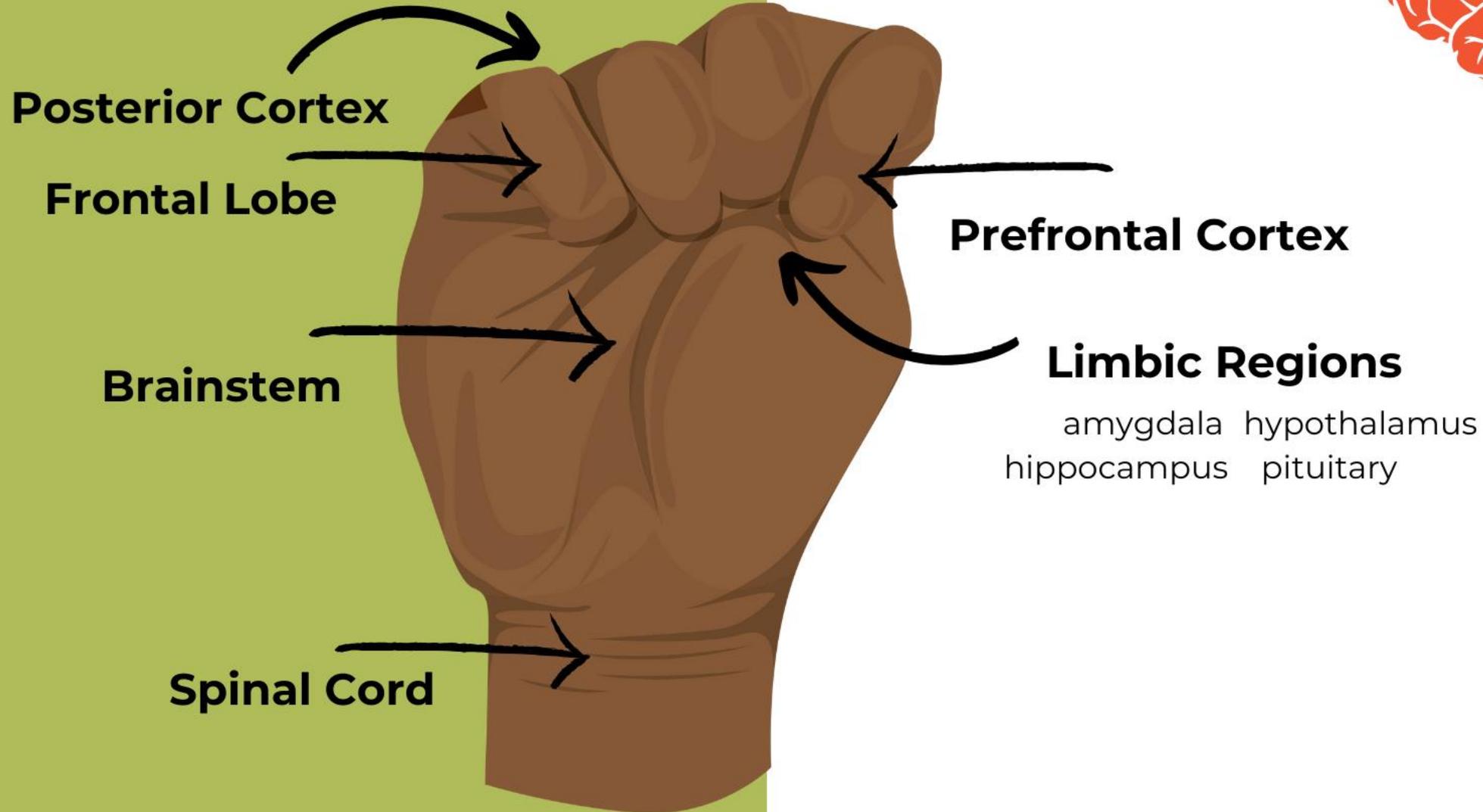
“Every behavior tells a story. Our job is to listen with love.”

This guide helps educators shift from reacting to student behavior to responding with empathy and intention. It's structured to provide both quick-reference insights and reflection opportunities.

What's Inside:

- **20 Observable Behaviors with Possible Messages:**
 - A clear, two-column layout pairing common behaviors with the hidden needs they may signal, plus compassionate adult responses.
- **PreK–12 Examples:**
 - Designed to be relevant across all grade levels, from younger children showing big feelings to adolescents seeking autonomy or connection.
- **Reflection & Planning Prompts:**
 - Prompts for educators to analyze real situations, helping build a human-first mindset and practical support strategies.

THE HAND MODEL OF THE BRAIN



Functions Of The Prefrontal Cortex

Mathematics

Analyzing

Comprehension

Literacy

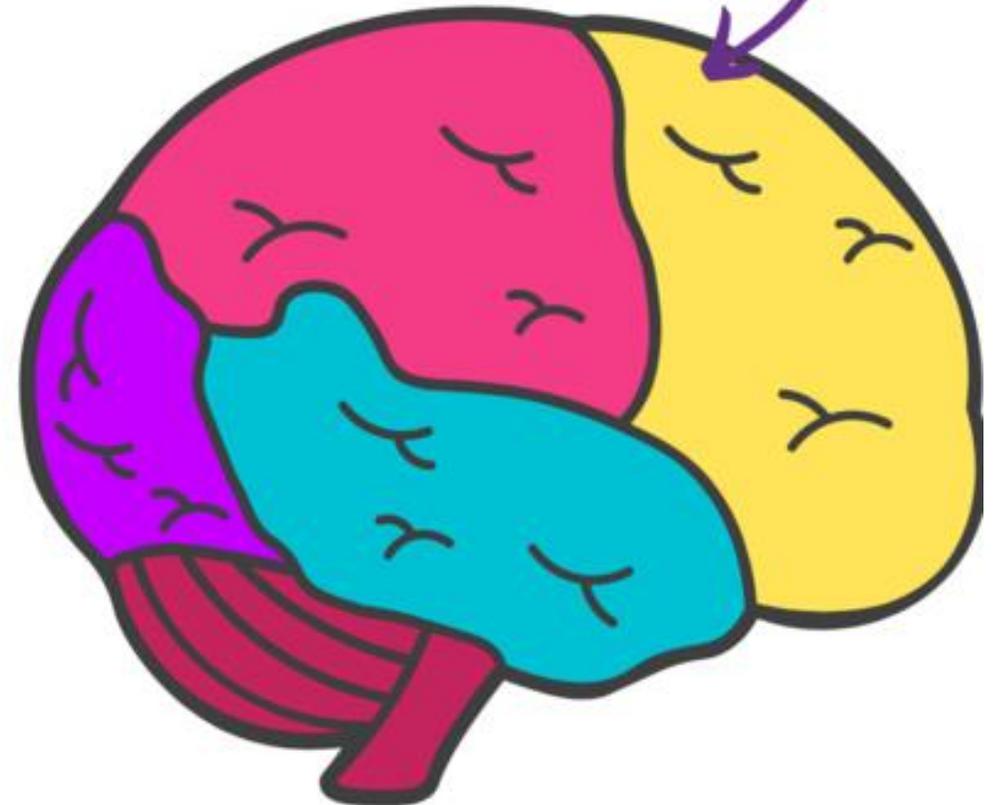
Compassion

Perspective Taking

Labeling

Focus

Self-Regulation



FLIPPED LIDS

- Prefrontal cortex is no longer the driver
- Reactive vs. Ready state
- Stress Behavior vs. Misbehavior
- Hyperaroused - Hypoaroused
- What we see:
 - Fight
 - Flight
 - Freeze
 - Faint
- What we need:
 - Safe
 - Seen
 - Soothed
 - Secure



Middle Prefrontal Region

- Connects critical areas of the triune brain
- Connects us to the social world of other brains
- Allows us to stop, think, and act

Limbic Regions

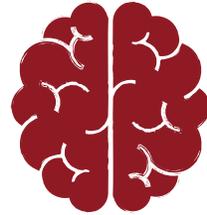
- Big Emotions - Is this something that is good or bad? Something I want or fear?
- Area that “controls emotions”

Brainstem

- Downstairs brain
- Aims to satisfy basic needs
- When activated, pushes us to act (F’s)
- Sensory input come through brainstem first

HUMAN WAYS OF BEING

FIGHT OR FLIGHT STATE (REACTIVE STATE)



Aggression
Anger
Anxiety
Chaos
Compulsive

Concern
Fear
Frustration
Highly restricted
Hyper vigilant

Impulsive
Irritation
Obsessive
Out of control
Over the top

Overwhelmed
Panic
Rigid
Worry

READY STATE



Assertiveness
Body awareness
Calm
Collected
Comfortable
Compassionate

Connected
Cool
Creative
Curious
Empathetic
Engaged

Excited
Flexible
thinking
Happy
In the present
Joy of learning

Open
Peaceful
Regulated
Safe
Willing

THE FREEZE OR FAINT STATE (REACTIVE STATE)



Confusion
Depression
Despair
Disconnected
Dissociation

Flat emotions
Helpless
Hopeless
Memory loss
Not preset

Numb
Trapped
Shameful
Shut down

Spacy
Stuck
Withdrawn
Zoned out



Stress Behavior not Misbehavior



CHECKLIST OF COMMON STRESSORS



BIOLOGICAL DOMAIN -- Stress on physiological systems (e.g., cardiovascular, digestive, nervous); It's where stress starts and is always a central factor



EMOTIONAL DOMAIN -- Stress caused by strong emotions (positive and negative)



COGNITIVE DOMAIN -- Stress caused from processing info; Mental processes involved in knowledge acquisition



SOCIAL DOMAIN -- Stress from social interactions with others

10 Ways to Reduce Stressors

Go Quiet



Get Creative



Reduce Inputs



ASK OPEN-ENDED QUESTIONS



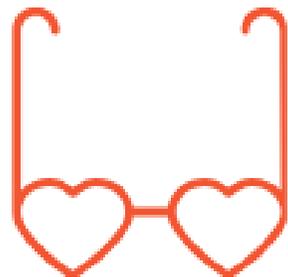
Show Compassion



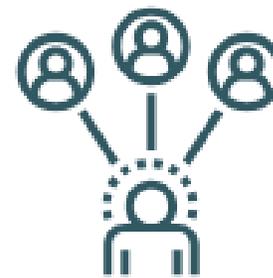
Reduce Demands



Give Visual Support



Reduce the Size of the Group



Slow Down & Give Time for Processing



Offer Breaks



TOP 10 WAYS TO REDUCE STRESSORS

GO
QUIET



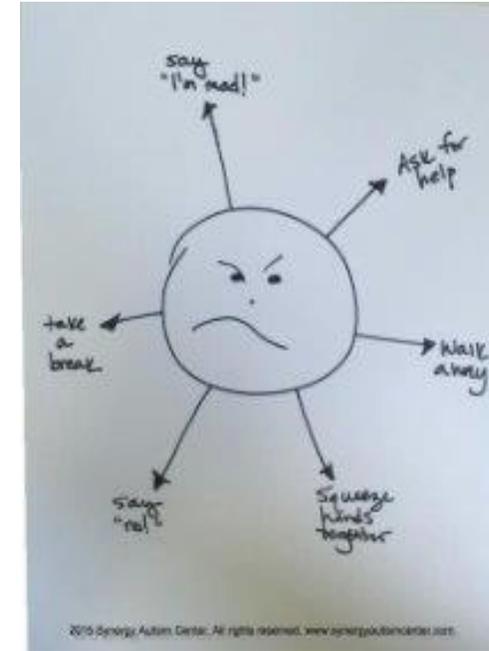
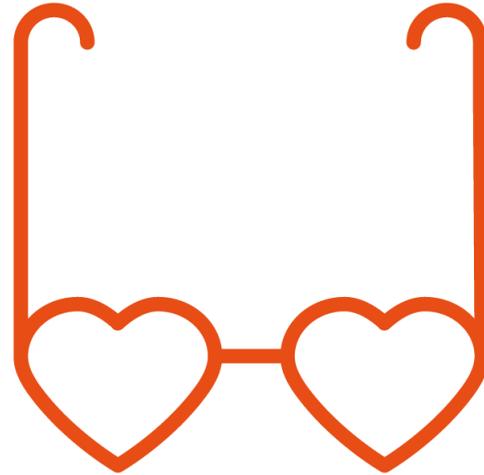
BE PREPARED WITH THESE **LIFELINES** INCLUSIVE

- 1 READY YOURSELF**
Be curious - use "I wonder" statements
Offer your calm
See the human behind the behavior
Be ready to address another's needs
- 2 APPROACH WARMLY OR SILENTLY**
Use a soothing tone of voice
Slow down movements, thoughts, and rate of verbal communication
Use empathetic non-verbal communication (e.g., kind facial expressions, use a calming tone, have a relaxed posture, use inviting gestures)
- 3 EXPRESS EMPATHY**
See their perspective
Attempt to feel their feelings
Aim to sense their emotions and offer support
Say, "I am right here with you" or "I am here with you."
- 4 NOTICE & VALIDATE THEIR EMOTIONS**
Say, "I can see how you would feel that way."
Say, "That must be confusing."
Say, "I'll bet you are frustrated."
Say, "How upsetting!"
- 5 OFFER CHOICES**
Say, "Do you want to take a few minutes before getting started?"
Say, "Do you want to go someplace quieter or stay here?"
Say, "Would pausing help?"
Say, "Would you prefer I wrote the ideas and you talk?"
Say, "Would you like to write or draw your ideas?"
- 6 OFFER SUPPORTIVE SILENCE**
Take the time to read cues - be attuned to what others are thinking and feeling
Be ok with silence and long pauses
Avoid rushing to fix, problem-solve, or move on and away from their emotions
- 7 ASK OPEN-ENDED QUESTIONS AIMED TO UNDERSTAND**
Say, "Help me understand ____."
Say, "Can you tell me what you experienced/what happened?"
Say, "What was that like for you?"
- 8 SIMPLIFY LANGUAGE**
Reduce directions
Avoid giving advice
Avoid rapid questions
Avoid correcting
Reduce interruptions
- 9 PRACTICE SOUND MINIMALISM**
Ask nearby learners and/or staff to pause or take a minute to reflect
Identify what can be turned off or down
Silence phone/computer alerts
Go silent/pause
Visual type collectively instead of speaking
- 10 REDUCE VISUAL CLUTTER**
Clear or organize the workspace
Limit the amount of text and/or highlight what is important to look at
Reduce what is in the visual field (e.g., have just one tab open, close email, set phone aside)

approach silently, use non-verbals,
limit auditory processing demands

TOP 10 WAYS TO REDUCE STRESSORS

**GIVE VISUAL
SUPPORT**

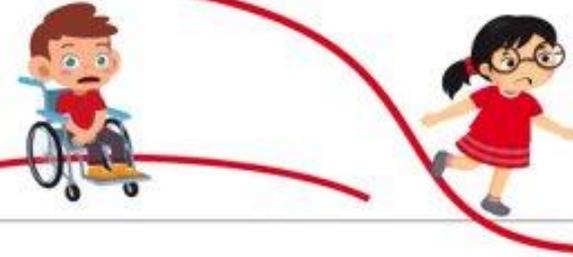


**write, draw, and/or display directions,
provide options for capturing thoughts
and ideas, make the unpredictable
...predictable**

Challenging Behaviors That Often Escalate

- Refusing to participate or follow directions
- Yelling, screaming, or shouting
- Hitting, kicking, or physically attacking others
- Making hurtful statements or threats
- Throwing objects or flipping furniture
- Running out of the classroom or leaving without permission
- Self-injury (scratching, biting, hitting self)
- Inappropriate touching or invading personal space
- Fixating on specific objects, topics, or routines
- Repeatedly asking the same question or perseveration
- Talking back, using sarcasm, or cursing at adults or peers
- Destroying materials or school property
- Public outbursts or breakdowns during transitions
- Refusing to eat, drink, or take medication (if part of their care plan)
- Avoiding eye contact, withdrawing, or shutting down
- Perfectionism or overachieving behavior turning into frustration
- Hyperactivity or constant movement that disrupts the group
- Copying, mimicking, or mocking others in a disruptive way
- Misusing technology or devices in emotionally charged ways (e.g., slamming a laptop shut, throwing a phone)

FIGHT OR FLIGHT (REACTIVE STATE)



READY STATE



FREEZE OR FAINT (REACTIVE STATE)



What We Know

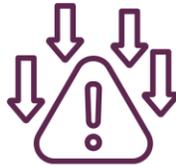
- 1 Escalation isn't defiance—it's a sign of the four F's (fight, flight, freeze, or faint – see next slide & handout)
- 2 You can't teach or correct when students are dysregulated
- 3 Goal: recognize early (us and students), offer coping strategies, co-regulate before things escalate further

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What We Can Do

Escalation Triggers	De-escalation Response
Demands, corrections, public callouts	Choice, breathing, scale check-in
Loud tone, rapid movement	Soft tone, slow steps, calm presence
Physical proximity invasions	Space, gesture toward calm zone

20 De-Escalation Ideas that Work



When a student's emotions start to boil over— when voices rise, language escalates, or things get thrown—it's easy to feel like we're losing control of the moment.

But what students need in these intense situations isn't more control. They need calm. Safety. Regulation.

And that begins with us.

The 20 strategies below are designed to help you de-escalate behavior in real time, with connection and clarity—not force. You'll find ideas that interrupt the cycle gently, bring energy down without shame, and give students a pathway back to regulation. These aren't rewards. They aren't consequences. They're in-the-moment moves that help everyone.

Use them when:

- A student is yelling, swearing, or escalating fast
- You're feeling triggered or targeted
- You want to shift the energy without making it worse
- You're not sure what to say—but know something needs to change

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20 De-Escalation Ideas that Work

10 Things to Do When the Storm Hits

When emotions run high and things get loud, your job isn't to fix it in the moment—it's to stay steady.

Goal? To respond with calm, clarity, and care.

- ✓ Before the storm: Be ready.
- ✓ During the storm: Anchor yourself and focus on safety.
- ✓ After the storm: Reflect, repair, and plan for next time.



10 Things to Do When the Storm Hits

Download from your dashboard



10 Things to Do When the Storm Hits



1. CALM FIRST, TEACH LATER

Observe where a student is struggling or disengaging. Determine whether the task is too easy, too difficult, or misaligned with their needs.

2. COLLECT YOURSELF BEFORE YOU REACT

One breath. One pause. Your calm helps them calm.

3. MOVE SLOWLY, SPEAK SOFTLY

Observe where a student is struggling or disengaging. Determine whether the task is too easy, too difficult, or misaligned with their needs.

4. STAY STEADY: BE THE CALM ANCHOR

Stay neutral, steady, and predictable—even if things feel chaotic.

5. PRIORITIZE SAFETY, NOT SPEED

Get others safe. Don't rush to consequences or solutions mid-crisis.

#3 - Access Points

- **Circle Time:** Seating choices, props, fidgets, movement breaks
- **Learning Centers:** Rotate materials, open-ended props, clear boundaries
- **Play:** Role cards, peers as partners, flexible entry points
- **Story Time:** Props, chants, wiggle seats, retelling options
- **Transitions:** Songs, visual cues, jobs, movement choices

Access Points for ECE Routines and Play



When children are asked to...	Add an access point:
Join Circle Time	<ul style="list-style-type: none">• Offer a choice of where to sit (carpet spot, cushion, chair, lap) or how to “sit” (on your bottom, knees, stand, or even walk)• Provide fidgets, scarves, or small objects to hold.• Use visual props (puppets, picture cards, felt board pieces).• Build in movement breaks (stand and stretch, wiggle song).• Invite children to lead songs, fingerplays, or greetings.
Explore Learning Centers	<ul style="list-style-type: none">• Rotate materials to spark new curiosity.• Provide open-ended props (blocks + animals, dramatic play items).• Use picture or object choice boards for children to select activities.• Offer visual boundary markers (rugs, shelves) to define spaces.• Ensure multiple ways to participate (build, pretend, draw, sort).

#4 - 100 Ways to Adapt Anything

- **Shape the space:** Define clear play zones, reduce clutter, and add cozy corners for comfort
- **Lean on peers:** Pair children as play partners, rotate helper roles, and encourage peer modeling
- **Adjust the pace:** Shorten activities, use timers, and build in movement or calm-down breaks
- **Bring in tools:** Use child-sized/adaptive equipment, AAC cards, or sensory supports to promote access
- **Mix up materials:** Offer real objects, props, and hands-on visuals instead of worksheets
- **Teach self-regulation:** Calm-down kits, feelings corners, and daily check-ins build independence
- **Partner with people:** Engage peers, families, and staff to model, scaffold, and celebrate

100 Play-Based Ways to Adapt **ANYTHING** in Early Childhood

DIFFERENCES BETWEEN ADAPTATION, ACCOMMODATION AND MODIFICATION

ADAPTATION— any changes to the environment, curriculum, instruction, or assessment designed to help students participate meaningfully in general education settings/daily activities. Adaptations include accommodations and modifications.

ACCOMMODATION— changes to how a student accesses information and demonstrates learning. These do not substantially change the level, content, or performance criteria.

MODIFICATION— changes in what a student is expected to learn in order to give student the opportunity to participate meaningfully and productively. These do include changes in level, content, and performance criteria.

FOUNDATIONAL QUESTIONS

- How can this adaptation, accommodation, and/or modification work to support the student?
- How can we support this student to be (even) more successful?
- In what ways can we increase participation?
- In what ways can we provide support that is just right?
- What are the students strengths, skills, gifts and abilities?
- How can we use the student's strengths to create an access point?

