



Getting it Right from the Start:

Building More Inclusive, and More Creative Early Learning Experiences

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



Quick Small Group Discussion – 10 minutes



Option 1: Chit chat like you are passing each other in the hall and/or talk about the Circle Makers Video



Option 2: Talk about what you are most excited about strengthen as a result of our time together



Option 3: Agree to work in smaller pairs or alone to explore the dashboard

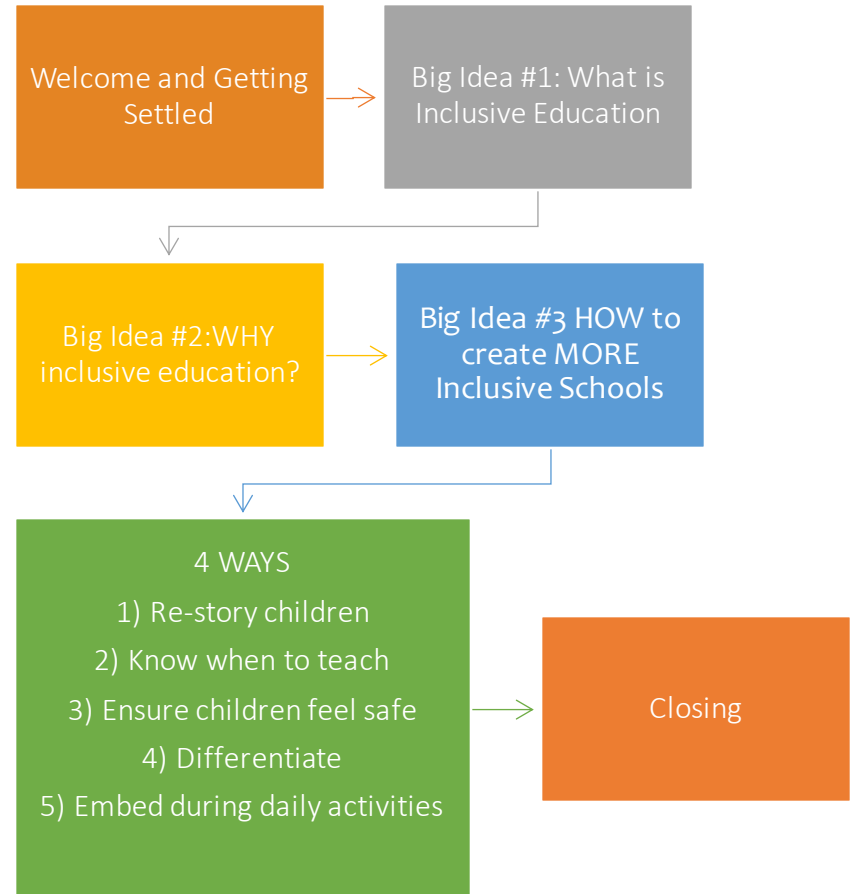
<https://www.inclusiveschooling.com/marysville/>

Watch the circle makers video again



Option 4: Something else?

Building More Inclusive, and More Creative Early Learning Experiences

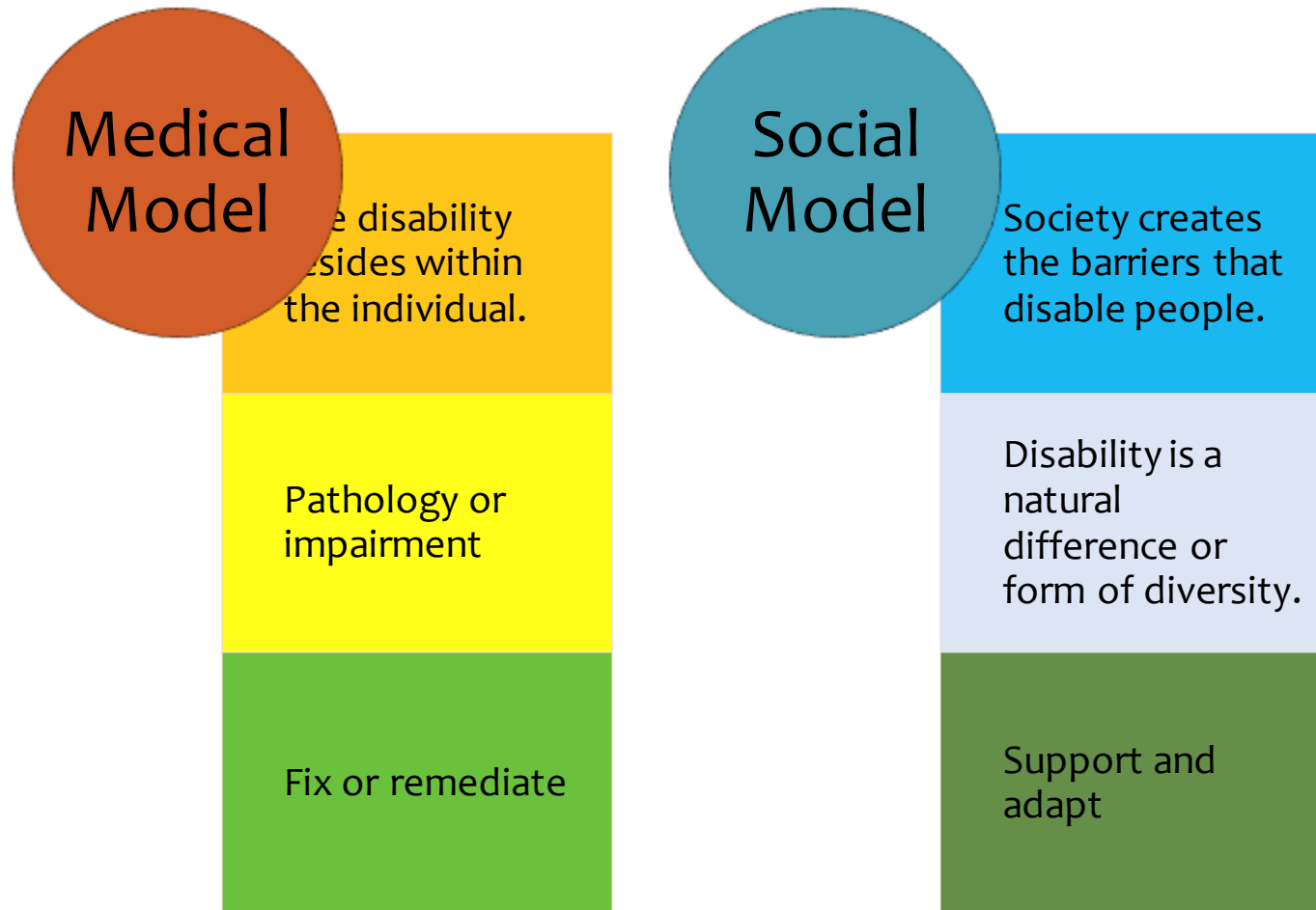




How Tip #1

Re-story Children

Not a medical model?



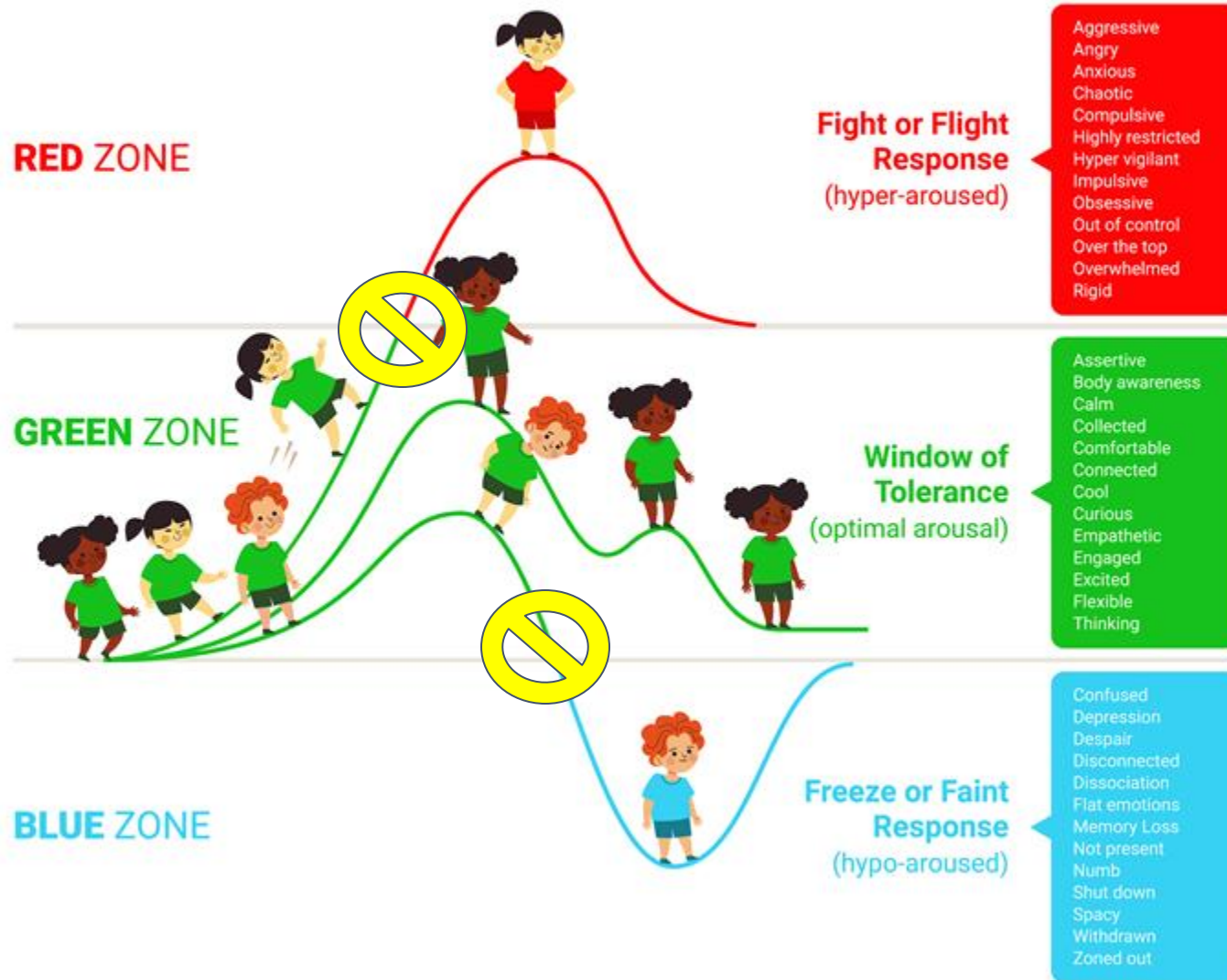


How Tip #2

Know When To Teach

TEACH *before* THE PEAK OF THE STORM

by Kristie Pretti-Frontczak Ph.D. and Barb Avila M.S.





How Tip #3

Ensure Children Feel Safe



THE 4 S'S

based upon the work of Dr. Dan Siegel
and Tina Payne Bryson -
The Power of Showing Up



Safe



Seen



Soothed



Secure

Safe



**I will protect the children I
serve from harm and avoid
becoming a source of threat
or fear.**

- I offer choices
- I aim to understand
- I notice what others need from me
- I notice what a child's emotions are trying to communicate
- I validate all emotions
- I limit what I say when children are in distress
- I reframe what appears to be what a child wants into what a child needs
- I slow down to give time for processing ideas and emotions
- I slow down so I can notice what my posture, tone, and pace of movements are saying
- I pause to create space for thinking, feeling, and understanding

TEACH *before* THE PEAK OF THE STORM

LIFELINES TO "GET ON BOARD"

by Kristie Pretti-Frontczak Ph.D. and Barb Avila M.S.



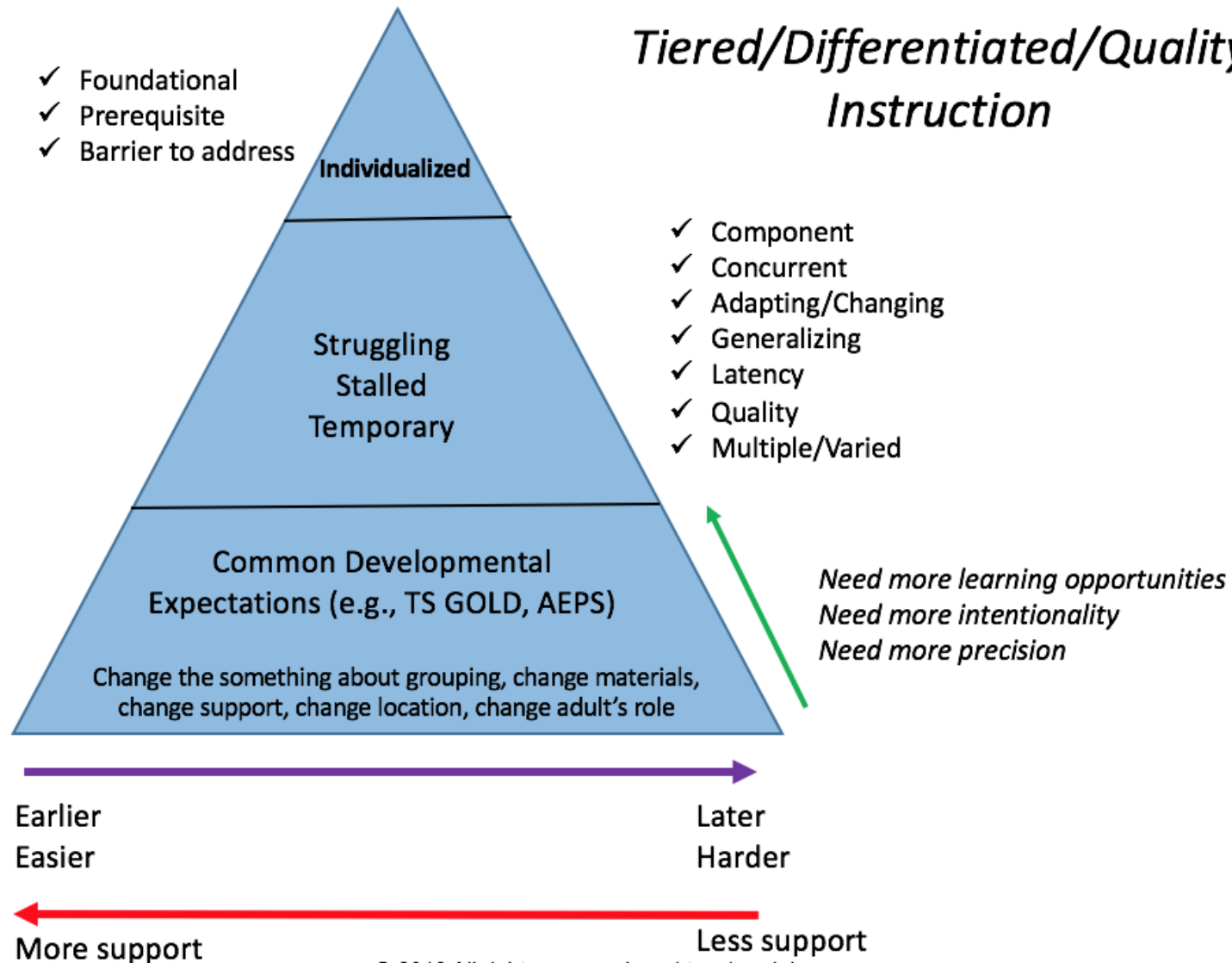


How Tip #4

Differentiate and Create
Access Points



Tiered/Differentiated/Quality Instruction



Intentional Instructional Sequence









What to Teach	When to Teach	Where to Teach	What to Teach With	How to Teach
Return to your Tier 1 outcome	Consider the time of day	Consider the location	Consider the materials, objects, toys	Consider evidence-based instructional practices
Step 1: Identify what you are teaching, define "it", and provide 3 examples:	Step 2: Determine at least one time of day when you can teach your common outcome	Step 3: Determine at least one place where you can teach your common outcome given the time or activity	Step 4: Determine the materials you will need to teach the common outcome and that will be accessible given the time/activity and location.	Step 5: Determine how you will teach, pulling from the universal strategies list.



MULTIPLE INTELLIGENCE THINK TAC TOE

TOPIC _____

Think Tac
Toe

<p>How can I bring in numbers, calculations, logic, classifications, or critical thinking skills?</p>  <p>Logical-Mathematical</p>	<p>How can I use visualization, visual aids, color, art, or metaphor?</p>  <p>Visual Spatial</p>	<p>How can I bring in music, environmental sounds, or set key points in rhythmic or melodic frameworks?</p>  <p>Musical</p>
<p>How can I incorporate living things, natural phenomena, or ecological awareness?</p>  <p>Naturalist</p>		<p>How can I involve the whole body, incorporate movement, or use hands-on experiences?</p>  <p>Bodily-Kinesthetic</p>
<p>How can I evoke personal feelings or memories, or give students choices?</p>  <p>Intrapersonal</p>	<p>How can I use the written or spoken word?</p>  <p>Verbal-Linguistic</p>	<p>How can I engage students in peer sharing, cooperative learning, or large group simulation?</p>  <p>Interpersonal</p>

[INCLUSIVE]
schooling

Pre-K
Teach & Play

Adapted from the work of Robbie Kronberg (Udvari-Solner 2001)





How Tip #5

Embed during daily activities

Embedding Matrix



Child/Group Outcomes Daily Schedule			
		X	
	X		X
	X		
		X	
			X
		X	





Student _____ Class _____ Date _____

[illegible]

The Cycle of Change for Adults



Challenge: The Ability to Change Brains and Behavior Decreases Over time

