

I Belong! Checklist for Promoting Inclusive Practice for Children with Disabilities or Delays

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Use this checklist to assess your program's inclusive practices for young children. These indicators will help you think about and plan for ways to promote authentic belonging in your setting. Think about or discuss with your teaching team as you consider each step.

	Yes or No?	Next Steps:
Access:		
We believe that all children can learn, and we have high expectations for every child to maximize his/her potential.		
We demonstrate respect for all children through words and actions (use people-first language, individualized care routines, etc.).		
We design the environment to encourage children's exploration and autonomy, including the use of supportive positioning and/or adaptive equipment, as needed.		
We incorporate Universal Design for Learning (UDL) principles and practices into daily routines and experiences.		
Participation:		
We create an atmosphere of belonging for all children and families.		
We promote social awareness and positive social relationships between children.		
We design and modify learning experiences to encourage children's participation to the best of their ability.		
We provide additional time and opportunities for children to practice skills.		
Supports:		
We work in partnership with families and specialists to incorporate early intervention services/therapies into a child's daily routines and experiences.		
We acknowledge and build upon children's strengths and interests.		
We strengthen our knowledge and skills through professional development experiences.		

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References:

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