

# is for **INCLUSION**

## Promoting Access and Participation in Early Learning for All Children

Early childhood inclusion involves making sure all young children have **access** to and are able to participate in a broad range of activities within their families, communities, and society. **Access** means children have opportunities to learn in multiple places (e.g., at home, in early education and care programs, or at the grocery store) and in the routines and activities that occur in these places. **Participation** means children are fully engaged in these routines and activities. Some children need extra support to access and participate in everyday routines and activities.

Embedded instruction is a recommended approach that uses relationships, repetition, and routines to help children learn the skills they need to access and participate fully in everyday activities.

## Parts of Embedded Instruction

Research shows there are four important parts of embedded instruction that promote inclusion.

### Part 1. What to Teach

Consider and teach skills children need or that will help them participate in everyday routines and activities. Teaching children skills in places where they occur ensures they will learn to use the skills where and when they are needed.

### Part 2. When to Teach

Consider which everyday activities or routines provide natural or logical opportunities for children to practice the skills they need to learn at home, in the classroom, or in the community. Teaching skills during everyday routines and activities gives children repeated practice opportunities. It also helps children participate more fully in the activity or routine with others.

### Part 3. How to Teach

Plan and arrange for embedded learning opportunities to happen within an activity or routine. **Embedded** means learning opportunities occur in everyday routines and activities. Only providing access to a routine or activity might not be enough to help children learn the skills they need to participate. Some children need more practice, which requires careful planning to ensure they receive repeated embedded learning opportunities.

If the child is not able to use the skill successfully the first time, it is important to give extra help so he or she can be successful. When the child uses the skill successfully, it is important to provide a positive response, like describing what the child did, giving positive attention, or giving the child access to something he or she enjoys or wants.

### Part 4. How to Evaluate

Keep track of how many embedded learning opportunities a child receives and whether the child is learning the skills he or she is practicing. Tracking the child's use of the skills you are embedding in everyday places, routines, and activities helps you know when it is time to teach something new or if the child needs more help to participate fully at home, in the classroom, and in the community.

## What We Are Doing

The Anita Zucker Center and our collaborators are helping families and practitioners learn how to use embedded instruction to promote children's access and participation in everyday places, routines, and activities at home, in early learning programs, and in the community.