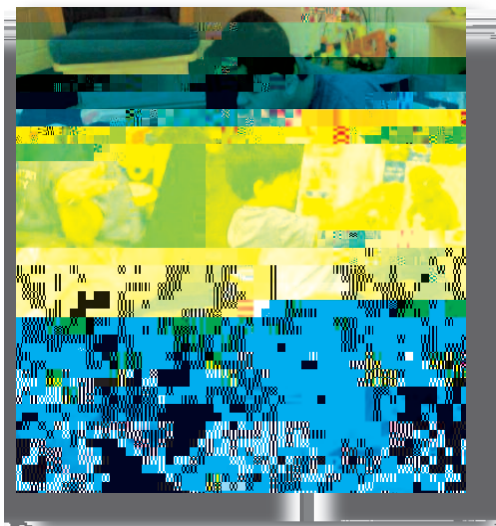




# What does a high quality early childhood program for all children look like?

## Environments that...

- foster the access, participation, and social relationships of all children
- reflect quality practices and high expectations for all
- are responsive to cultural, ethnic, economic and racial backgrounds and home language preferences of families
- have a wide variety of accommodations, modifications, and supports, which are unobtrusive and can be used by every child (paintbrushes wrapped with tape for easy grasp, posted visual schedules)
- reflect purposeful selection and arrangement of toys, books, furniture, and technology so that every child can participate actively and make choices
- provide predictable schedules, routines, and staff
- promote health and well-being (e.g. natural lighting, healthy snacks, relaxation strategies, plants)
- have places where children can rest or have private time (e.g. quiet reading space with pillows, use of headphones with soothing music)



## Teachers and Staff who...

- make all children and families feel welcome and equal members of the classroom community
- work in partnership with families to consider and build upon family strengths, resources, and preferences
- work closely as a team of families, educators, and therapists to deliver coordinated services to children within the daily classroom routines and environment
- share responsibility with families and other team members for developing children's learning plans (Individualized Education Plans and Individualized Family Service Plans)
- implement individually-designed accommodations, instruction, and supports so each child can participate fully in every class experience
- encourage higher level thinking and exploration (comparing, contrasting, connecting, predicting, investigating, justifying)
- use high quality, age-appropriate curriculum to guide daily practice that is grounded in solid understanding of early childhood education and development
- present content in culturally responsive language and multiple, easy-to-understand formats (e.g. verbal, print, concrete objects)
- facilitate predictable routines and transitions intentionally and smoothly (e.g. signaling transitions by both visual and verbal cues)
- promote social competence and cooperative play with peers
- join in the magic of play and the joy of learning

## Children who...

- have many opportunities for discovering, learning, playing, and communicating through varied approaches (e.g. use of pictures, role play, the arts, assistive technology, etc.)
- enjoy numerous opportunities throughout the day to express preferences, make choices, and voice their opinions
- are actively engaged in a wide variety of learning opportunities that are self-directed, open-ended, and encourage social relationships
- can show what and how they are learning in a rich variety of ways (e.g. artwork, dance, photography, block construction, science experiments) according to their individual preferences
- seek out and help peers to share, explore, and learn from one another
- are comfortable and confident in shared decision-making about the classroom environment, rules, routines, and activities
- have access to and participate fully in the general education curriculum
- are happy to be in school and feel like they are members of the classroom community
- are developing respect for personal space, materials, and each other