Building Inclusive Classrooms: How Universal Design for Learning (UDL) Can Empower Early Childhood Educators

A Dialog from the Field

Shruthi Shree Nagarajan
Stacey A. Martino
George Washington University

ABSTRACT

This article examines how Universal Design for Learning (UDL) empowers Early Childhood Educators (ECE) to create inclusive classrooms that support the diverse needs of all students. Through the lens of Ms. Butler, a kindergarten teacher adapting to the challenges of teaching a multicultural and ability-diverse classroom, the article illustrates the practical application of UDL principles—multiple means of engagement, representation, and action/expression. It highlights strategies such as choice menus, multimodal instruction, and culturally responsive activities that enhance student participation and learning outcomes. The article emphasizes the urgent need for inclusive practices in ECE, addressing barriers such as insufficient teacher training and limited familiarity with UDL frameworks. By offering actionable techniques, professional development recommendations, and additional resources, this article bridges the gap between theory and practice, equipping educators to implement UDL effectively and create high-quality, inclusive early learning environments.

KEYWORDS

Universal Design for Learning, Inclusive Practices, Early Childhood Education, Teacher Preparation

Ms. *Butler has taught in a kindergarten general education classroom for five years. Every year, Ms. Butler uses the same routine she learned from her mentor to teach short vowels and consonant-vowel-consonant (CVC) words. She introduces the vowel or vowel pattern while the students are sitting in a circle in front of the board. She writes the vowel on the board and has the students repeat the letter and corresponding sound aloud. Then Ms. Butler has students practice writing the vowel on the board. She then writes a series of words on the board as examples. She carefully chooses words that she believes every child will be familiar with. Then asks the class to repeat the words* **a***fter she reads them. After they practice the new vowel pattern the students*

go back to their seats to complete a worksheet.

This year, Ms. Butler finds that she must repeat the short vowel lessons multiple times. Her current kindergarten class has diverse backgrounds and needs. Ms. Butler is having difficulty figuring out why this group of students is not retaining the information she teaches during the lesson. The students seem to understand while she is teaching but either struggle to complete the worksheet or do not seem to remember the vowel sound the following day. Ms. Butler recognizes that she needs to make changes to her instructional routines that reflect the growing diversity of her class.

The concept of inclusion in Early Childhood Education (ages 0-8; ECE) has undergone a significant shift in recent years. No longer simply about ensuring physical access to programs, inclusion now emphasizes creating learning environments that actively embrace the diverse needs, backgrounds, and abilities of all children (Burton et al., 1992; Molina-Roldan, 2021; NAEYC, 2020; UNESCO, 2017). This shift reflects the growing diversity within ECE programs. Recent reports by the Division for Early Childhood (DEC, 2023) and the National Association for the Education of Young Children (NAEYC, 2019) underscore the importance of equity, diversity, and social justice in fostering inclusive education. These principles are theoretical concepts and essential, practical tools that form the foundation for building inclusive educational environments (Power to the Profession, 2020).

Researchers have identified Universal Design for Learning (UDL) as a promising framework for creating proactive and inclusive learning environments for all students (Sailor & McCart, 2014; Scott, 2018). UDL is progressively becoming the educational framework that teachers use to apply inclusive teaching and learning strategies in the classroom to involve students with and without disabilities (National Center on Universal Design for Learning, 2014).

Although studies have demonstrated that the UDL framework positively impacts educational outcomes (Browder et al., 2008; Coyne et al., 2012) and enhances interactions between peers (Dymond et al., 2006), challenges persist for Early Childhood Educators (ECE). These challenges include inadequate training for teaching diverse student populations (Imaniah & Fitria, 2018; Mag et al., 2017; Materechera, 2020) and limited familiarity with teaching frameworks like UDL (Zagona et al., 2017), which impede their ability

to create high-quality inclusive environments. The effective and proficient application of the UDL framework relies on teachers understanding its purpose, including the goals of UDL and the needs and abilities of learners (Thoma et al., 2009). This article aims to empower ECE teachers by providing practical strategies for implementing Universal Design for Learning to foster inclusive classrooms.

A Growing Need for Inclusive Practices

Research shows a growing number of students with disabilities in early childhood education. In 2024, about 15% of public school students received special education services, with specific learning disabilities being the most common (The National Center for Education Statistics, 2024). The CDC reports that 17% of children aged 3-17 have developmental or behavioral disabilities, impacting their schooling and future success (CDC, 2023). Given that nearly one in six U.S. children has a disability, there is an urgent need to create high-quality inclusive environments (Zablotsky et al., 2019). Inclusive early learning experiences with general education peers significantly enhance life outcomes for children with disabilities (U.S. Department of Health and Human Services & U.S. Department of Education, 2023). However, access to these settings is often limited by a shortage of qualified teachers (Dewhirst, 2023).

As demonstrated by Ms. Butler's experience, classrooms are becoming increasingly multicultural, requiring educators to be well-versed in inclusive practices to address diverse learning needs (Mickelson et al., 2022). ECE emphasizes recognizing each child's unique learning pace and developmental trajectory and engaging them actively (Bae, 2009). Inclusive education further asserts the right of every child to high-quality education alongside same-age peers, promoting participation and achievement (Lee & Recchia, 2016; Slee, 2019; Symeonidou et al., 2022).

UDL offers a framework for creating inclusive environments by providing multiple pathways to learning and supporting student engagement (Basham et al., 2020; Dazzeo et al., 2020; CAST, 2018). UDL aligns with the Individuals with Disabilities Education Act (IDEA), which mandates Free Appropriate Public Education (FAPE) in the

Least Restrictive Environment (LRE) for students with disabilities (U.S. Department of Education, 2004). Recent legislative efforts, such as the Every Student Succeeds Act (ESSA), are pushing for the use of UDL frameworks to address diverse learning needs in classrooms.

Studies show that UDL can improve academic, social, and behavioral outcomes for students with and without disabilities (Roldan et al., 2021). UDL interventions enhance language development, social skills, and academic achievement (Almeqdad et al., 2023; Cook & Rao, 2018). For example, Al-Azawei et al. (2016) found high student satisfaction with UDL, noting increased engagement and reduced learning barriers. Similarly, Capp (2017) reported that UDL reduced student stress, increased confidence, and improved teacher-student relationships.

Need for Teachers to Learn & Implement UDL

In today's increasingly diverse early childhood classrooms, UDL has emerged as a crucial framework for fostering inclusivity. For ECEs, understanding and applying UDL principles can transform how they address the varied needs of their students. UDL emphasizes creating flexible learning environments that accommodate all learners, but many educators face challenges due to insufficient training and limited familiarity with the framework (Imaniah & Fitria, 2018; Zagona et al., 2017). Comprehensive UDL training is essential for bridging this gap, enabling educators to implement inclusive practices in their classrooms effectively. LaRon (2018) reported that the special education teachers in their study felt that their general education colleagues required training and understanding of the UDL framework. They specifically referenced that UDL was a new concept for their general education colleagues because they were not trained in their preservice teacher preparation programs on the UDL framework.

To effectively implement UDL, educators need ongoing support and practical resources. Schools and districts can play a pivotal role by offering regular targeted training sessions, providing resources like lesson plan templates and case studies, and fostering professional learning communities (Nagarajan, 2024). These supports help educators integrate UDL into their teaching practices and collaborate with peers to refine their approaches (Sailor & Mc-

Cart, 2014). By prioritizing UDL training and support, we can empower educators to create inclusive classrooms that meet the needs of all students.

Investing in UDL training and providing practical support will enable educators to create engaging and effective learning environments that benefit every child, regardless of their abilities. This article bridges the gap between knowledge and practice and offers educators actionable techniques to employ UDL in their ECE classrooms.

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Many students in the class are struggling, but five students worry Ms. Butler the most. Felicia is a child of deaf adults (CODA) and mostly speaks American Sign Language (ASL) at home. She always seems eager to learn; however, she does not speak up during lessons, so Ms. Butler often struggles to accurately assess her progress. Noor is the daughter of Egyptian immigrants and a native English speaker. She is always engaged at the beginning of the lesson when Ms. Butler is reviewing the vowel sound but often seems distracted when they are reading the CVC words. Noor also struggles with worksheets that require students to match words to a picture. Chance is one of three students in the class who have an Individualized Education Program (IEP). Chance is diagnosed with ADHD and is one of the most creative students Ms. Butler has ever taught. He is very engaged during circle time but struggles to transition to the worksheet. Ms. Butler has to redirect him to his seat multiple times and re-read the directions to him. He is often found helping other students rather than completing his own worksheet. Dwayne and Zuri are the most advanced students in the class. They both read above grade level and are eager to volunteer during the lesson. Ms. Butler often must separate them in the circle because they will often talk to each other and interrupt other students. They get upset when Ms. Butler needs to repeat a lesson. Dwayne and Zuri are always the first to finish the worksheet and often wander around the classroom distracting students like Chance. A fellow teacher suggested that integrat-

ing Universal Design for Learning (UDL) strategies may help Ms. Butler meet the wide range of needs in her class. Ms. Butler is hesitant to make any big changes that would require more time and effort but decides to investigate it further.

What is Universal Design for Learning?

UDL, developed by CAST, is not about adjusting for individual students. Instead, it focuses on proactively creating inclusive learning environments right from the start (CAST, 2018). Think of it like building ramps alongside stairs – UDL removes barriers to learning for everyone. According to experts at CAST (2008), UDL is a framework grounded in scientifically valid research from neuroscience and educational studies on how people learn. It emphasizes designing a curriculum with diverse needs in mind from the outset, without lowering expectations (EDUCAUSE, 2015). It is defined by a set of principles aimed at enhancing teaching and learning for everyone. The three core principles of the UDL framework emphasize the importance of providing equitable opportunities and diverse approaches that teachers should consider to ensure barrier-free access to learning for all students (Meyer et al., 2014). These principles are: (a) provide multiple means of engagement, (b) provide multiple means of representation, and (c) provide multiple means of action and expression (National Center on Universal Design for Learning, 2014). Table 1 illustrates these principles and offers actionable teaching strategies for implementing them in the classroom.

UDL removes barriers to learning for everyone.

The next time Ms. Butler introduces a new vowel, she uses the same routine but integrates multiple means of engagement, representation, and action and expression. She introduces the vowel sound in three different ways. First, she introduces the vowel sound using the same method she always does. She writes the vowel on the board and has the students repeat the letter and corresponding sound aloud. Second, she shows the students how to make the ASL sign for the letter and has the students say the sound while signing. Finally, she sings a song with the vowel and asks the students to sing along with her. Rather than choosing the CVC words, Ms. Butler writes one example word and asks the students to choose words that have the same sounds. Instead of using a worksheet for the follow-up activity she lets the students choose from a choice menu that offers multiple options for the students to express their knowledge. Ms. Butler explains what the choices are and gives each student a paper menu that has both written directions and an image that represents each option. The students have the option to create, write, sing, or act.

Figure 1

Ms. Butler's Choice Menu

Directions:
FIRST: Choose 3 CVC words.
THEN: Choose 1 activity

Create
Create a picture of the vowel and sound.

Create a picture with all 3 words.

ACT
With a partner act out a skit using all 3 words.

Use a hand signal when you say the vowel sound.

Write
Write a story using all three words.

SING
With a partner create a song using all 3 words.

Use a hand signal when you say the vowel sound.

Table 1

UDL Principles and Actionable Teaching Strategies for ECE Classrooms

UDL Principle	Overview of Principle	Actionable Teaching Strategies
Provide Multiple Means of Engagement (Motivate and capture learner interest)	Grounded in encouraging the individual to develop interest and motivation in learning. (National Center on Universal Design for Learning, 2014).	**Choice and Autonomy:** Offer choices in activities, materials, and learning environments (e.g., blocks, puzzles, art projects). **Relevance and Value:** Connect learning to children's interests and experiences through real-world examples and play-based activities. **Challenge and Novelty:** Vary the level of difficulty and introduce new learning experiences to keep children engaged. **Feedback and Opportunities to Self-Assess:** Provide positive and specific feedback and create opportunities for children to reflect on their learning progress.
Provide Multiple Means of Representation (Present information in various formats)	Refers to the various ways learners perceive, interpret, and comprehend the information presented to them. (Rose et al., 2006)	**Multiple Media:** Present information through a variety of formats like visuals, manipulatives, songs, stories, videos, and real-life objects. **Language Options:** Simplify language, use visuals and gestures to support understanding, and offer alternative communication methods (e.g., picture cards, ASL, air-writing). **Comprehension Strategies:** Teach children strategies for understanding information, such as summarizing, questioning, and making connections.
Provide Multiple Means of Action and Expression (Provide options for demonstrating understanding)	Consist of the different ways in which a learner navigates a learning environment and expresses what he or she has learned (National Center on Universal Design for Learning, 2014).	**Multiple Ways of Action:** Offer various ways for children to demonstrate their learning, such as through movement, drawings, building models, role-playing, or storytelling. **Assistive Technologies**: Integrate assistive technologies like text-to-speech software or adapted manipulatives to support diverse learners. **Open-ended Activities**: Design activities with multiple possible solutions or interpretations, allowing children to express their understanding in unique ways.

Utilizing UDL Principles in Early Childhood Education: A Practical Guide

UDL can be implemented in early childhood education settings to create inclusive learning experiences for all children. By offering multiple pathways to learning, UDL ensures that all children, regardless of background, ability, or learning need, can engage with the curriculum, demonstrate their understanding, and achieve learning objectives. Each of the three principles can be used in the ECE classroom in a myriad of ways.

Engaging All Learners: The Power of Multiple Means of Engagement

Ms. Butler's UDL lesson incorporates choice and allows students to engage in the lesson in ways that relate to their interests and culture. By incorporating ASL and allowing students to choose their own words, Ms. Butler helps her CODA student feel like she has something to contribute and provides opportunities for students from multicultural homes to choose words they relate to. The choice menu gives students with disabilities the option to choose an activity that motivates them and keeps them engaged. Multiple Means of Engagement emphasizes the importance of sparking curiosity, motivation, and sustained attention in young learners (Avci & Kunt, 2016; Stockall et al., 2012). UDL encourages educators to provide a variety of engaging activities that cater to diverse interests, learning needs, and preferences (Horn et al., 2016).

Strategies for Engagement

Choice and Autonomy. Give children some control over their learning experience by offering choices in activities or materials. Give older children choices of activities or assignments, while providing younger children with more simple choices like choosing between using a marker or a pencil (Hovey et al., 2022). For example, if students are practicing the days of the week, they can be given the choice to either sit on the carpet or at a table.

Building on Interests. Incorporate children's interests and cultural experiences into learning activities to increase relevance and motivation. Collaboration with families is also crucial (NAEYC, 2020). By understanding a child's interests and pref-

erences at home, educators can create more meaningful and engaging learning experiences (Murphy et al., 2021). For example, when students are practicing the days of the week, allow students to pick one day in the week that they have a family routine or tradition and share it with the class.

Multiple Means of Representation: Ensuring Understanding for All

When Ms. Butler introduces the vowel sound, she provides multiple forms of representation for the students. By using sign language Ms. Butler simultaneously provides a visual for her students while also providing a translation for her student who speaks ASL. The choice menu also has images to support learners with diverse reading and language abilities. The principle of Multiple Means of Representation acknowledges that learners benefit from information presented in a variety of formats (CAST, 2021). This ensures that instructions, concepts, and learning opportunities are accessible to children with diverse learning needs and ability levels (Horn et al., 2016; Stockall et al., 2012).

Strategies for Representation

Multimodal Learning. Use a combination of verbal and visual representations during instruction and integrate hands-on activities (Gauvreau et al., 2019). Present information through a variety of channels, such as visuals, manipulatives, songs, stories, and real-life objects. For example, when teaching the days of the week, pair a calendar visual with a song and dance.

Incorporate language translations. Provide books, charts, and other materials in the students' home language (Gauvreau et al., 2019). It is important to work with families and children to ensure that a child's home language and culture are incorporated into the lesson. For example, have calendars and books in the classroom that show the days of the week in different languages.

Multiple Means of Action and Expression.Showcasing What You Know

Ms. Butler's choice menu provides students with different options to practice and demonstrate

knowledge of the vowel pattern while removing barriers for students with disabilities. Students who require extra support with reading and writing can choose an option they could complete independently. Rather than using a worksheet with specific answers, each open-ended activity allows more advance students to showcase their mastery without limiting them. Multiple Means of Action and Expression, recognizes that children demonstrate their understanding in various ways (CAST, 2021). UDL encourages educators to provide a variety of options for children to express their knowledge and ideas (Stockall et al., 2012).

Strategies for Action and Expression. Variety of Materials: Offer a range of activities, materials and tools for children to use during activities (CAST, 2018). This includes technology such as learning applications, text-to-speech software or adapted manipulatives to support diverse learners. Younger children benefit from hands-on activities using manipulatives (Hovey et al., 2022). For example, students can practice the days of the week by putting the days in order on a pocket chart calendar or using an interactive online game.

Multiple Response Options. Allow children to demonstrate their understanding through various means, such as drawings, building models, role-playing, storytelling, or written responses. This might involve exploring assistive technologies or finding alternative ways for children to express themselves (CAST, 2018). This could be educational software such as story-building applications, accessibility features like speech-to-text, or assistive technology like an augmentative or alternative communication (AAC) device. For example, to assess students' mastery of days of the week allow them to choose to either write, cut and paste, or a drag and drop on a tablet.

Additional Resources

For educators looking to expand their understanding and access more detailed strategies for UDL implementation, the following resources can be invaluable:

CAST UDL Guidelines (http://udlguidelines.cast. org): comprehensive guidelines and examples for applying UDL principles in various classroom settings.

CAST (https://cast.org/): a hub for UDL resources, including case studies, lesson plans, and professional development materials.

IRIS Center UDL Module (https://iris.peabody. vanderbilt.edu/module/udl/): a module that examines Universal Design for Learning (UDL) framework and discusses how educators can apply UDL to proactively design learning experiences that are flexible enough to challenge and engage all students and that promote learner agency.

Open Access UDL Resources (https://www.open-access-ca.org/oa-udl-resources)– an open-access resource for educators seeking to learn more about UDL and find UDL teaching tools.

CAST Digital Tools (https://www.cast.org/resources/digital-tools/udl-curriculum-toolkit-building-flexible-customizable-learning-environments/): research-backed educational digital tools that support UDL implementation.

Novak Education Resources (https://www.novakeducation.com/resources): practical tools to help teachers to implement universal design for learning and inclusive practices.

These resources provide concrete examples, lesson plan templates, and interactive tools to assist educators in enhancing their instructional practices.

Ms. Butler was overjoyed with the outcome of the lesson. She thought that integrating UDL strategies would take more time but was surprised that she was able to accomplish more in the same period. The students were engaged and actively participating so she did not have to use her time to redirect student attention. Furthermore, all three students with IEPs chose activities that aligned with their interests and strengths and did not require extra accommodations or modifications, saving time and empowering them to be more independent. During circle time, Ms. Butler saw Felicia excitedly helping her classmates sign the letter and when she asked for words Noor volunteered examples. Dwayne and Zuri also participated in giving words and loved singing the song. When it was time to transition, Chance quickly got up and animatedly started sharing his ideas for the skit with his partner Noor. Ms. Butler did not have to redirect him during the activity. Dwayne and Zuri were focused on writing their stories throughout the entire period. They asked Ms. Butler if they could read them to the class. For the following week, every time the students saw the CVC vowel pattern they would sing one of the songs, use their hand signal, or reference their stories and drawings.

Table 2

Ideas for Using UDL Principles to Teach Counting for ages 0-3 and 5-7

UDL Principle	Traditional Method	UDL Approach	Example Ages 0-3: Introduction to Counting	Example for Ages K-2: Introduction to Counting
Choice of how to reinforce and motivate: Multiple Means of Engagement (the "why" of learning) – *use multiple ways to motivate learners*	Teacher verbally instructs children to count numbers 1-5.	**Choice:** Offer children a variety of manipulatives before circle time (counting bears, buttons, blocks). **Relevance:** Ask children about their favorite things that come in groups (fingers, toes, toys).	Teacher shows a basket filled with colorful counting bears. Asks children, "What things can we count in our classroom? How many fingers do we have?"	Teacher presents a storybook with characters who need help counting objects (e.g., helping a character find five apples). Offers children choices on how they would like to help the character (using objects, drawing, or counting out loud).
Choice of how to best understand information: Multiple Means of Representation (the "what" of learning)- present content in different ways	Teacher writes numbers 1-5 on the board.	**Multiple Media:** Use visuals (number charts, pictures), songs with counting, and manipulatives (counting bears).	Teacher displays a colorful number chart with pictures (1 apple, 2 birds, etc.). Sings a simple counting song with gestures (touching fingers for each number).	Teacher uses a digital number line on an interactive whiteboard, showing numbers 1-10 with corresponding objects (e.g., 1 apple, 2 cars). Incorporates a counting song that includes visuals and sounds, where students can follow along by touching the screen.

Future Steps Towards Empowering All Learners Through UDL

As Ms. Butler's experience illustrates, even small shifts in instructional approaches can lead to significant improvements in student engagement and learning. A lack of UDL training remains the biggest barrier to implementation in early childhood classrooms. By committing to ongoing professional development in UDL and fostering a collaborative learning community, ECEs can build inclusive classrooms where every child feels valued and empowered to succeed.

Policy Implications

Policymakers can play a pivotal role in bridging the gap between UDL theory and practice by mandating training (CAST, 2021), allocating funding (Hensley & Huddle, 2023), and incentivizing researchers to conduct ECE UDL studies (Almeqdad et al., 2023). This means implementing policy that requires teacher preparation programs to include UDL as a core component (CAST, 2021) and providing financial support for professional development initiatives that focus on UDL (Hensley & Huddle, 2023). Additionally, policymakers should explore funding studies that explore the long-term impact of UDL on student outcomes in diverse classrooms (Almeqdad et al., 2023).

Addressing the Gap: Training and Support for UDL Implementation

The effective implementation of UDL in early childhood classrooms hinges on equipping educators with the necessary knowledge, skills, and resources. Despite its proven benefits, one of the most significant barriers to successfully adopting UDL is a lack of comprehensive training for teachers during their undergraduate and graduate preparation programs (Imaniah & Fitria, 2018; Zagona et al., 2017). By integrating UDL into both pre-service and in-service professional development, early childhood education programs can create a pipeline of educators equipped to foster inclusive learning environments where all children thrive.

Recommendations for Undergraduate and Graduate Teacher Preparation Programs

Integrating UDL into Curricula. Teacher preparation programs should embed UDL principles throughout their coursework. For example, methods courses can incorporate UDL strategies into lesson planning and classroom management assignments, ensuring future teachers develop a foundational understanding of the framework (Almeqdad et al., 2023; Gauvreau et al., 2019).

Field Experience and Practicum. Fieldwork and practicum experiences should include opportunities for teacher candidates to practice UDL in diverse classrooms. Collaborating with mentor teachers who use UDL can provide candidates with hands-on experience in applying the framework (Murphy et al., 2021).

Collaborative Training Modules. Teacher preparation programs should offer joint training sessions for general and special education students. This collaboration fosters a shared understanding of inclusive teaching practices and emphasizes the interdisciplinary nature of UDL (Mickelson et al., 2022).

Recommendations for Schools and Districts

Continuing Education Opportunities. Schools and districts can support ECE educators by offering professional development workshops focused on UDL. These workshops should include:

- Case studies demonstrating UDL application;

- Interactive training sessions where teachers practice designing UDL-aligned lesson plans;

- Tools and resources such as templates, checklists, and activity guides (Dawson et al., 2019; Stockall et al., 2012).

Ongoing Mentorship and Support. Schools can establish mentorship programs pairing experienced educators proficient in UDL with less experienced teachers. This ongoing support can help teachers refine their skills and troubleshoot challenges (Evmenova, 2018).

Collaboration and Professional Learning Communities (PLCs). Schools can create PLCs where educators share strategies,

resources, and experiences related to UDL. These communities foster collaboration and encourage teachers to continuously improve their practices (Basham et al., 2020).

Conclusion

The growing diversity of children and families in ECE programs necessitates a shift towards inclusive practices that cater to a wide range of learning needs and abilities. UDL provides a powerful framework for educators to achieve this goal (Ok et al., 2016). The core principles of UDL align with the goals of inclusive education in ECE.

Implementing UDL in ECE offers numerous benefits for both educators and children. For educators, UDL significantly increases efficiency by providing multiple access points to the curriculum, reducing the need for individualized modifications for each student. By integrating UDL principles, ECE can proactively address the varied abilities, backgrounds, and interests of their students, ensuring that each child can thrive. For children, UDL's focus on multiple means of engagement caters to diverse learning needs and keeps students actively involved in the learning process. UDL fosters a sense of empowerment and confidence in young learners, making them feel more in control of their learning journey (Cook & Rao, 2018).

UDL is more than a teaching framework—it's a pathway to creating a more equitable and inclusive educational landscape. By embracing its principles, ECEs can transform their classrooms into environments that support all students, regardless of their individual needs, and pave the way for a more inclusive future in early childhood education.

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