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National and State Level Partnerships: Fostering Inclusive Early Learning Opportunities Through Accessibility Practices

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Session Description

While 41% of preschoolers with disabilities receive services in inclusive classrooms, not all have access to accessible educational materials (AEM) and assistive technology (AT) that could further promote access and participation in these inclusive settings. The implementation of evidence-based practices in early childhood education, including the use of AEM and AT, requires collaboration between state and district leaders in both early learning and accessibility-related roles. The National Center on Accessible Educational Materials (AEM Center), the Early Childhood Technical Assistance Center (ECTA), and Step Up AT are working together to provide training and guidance on using AEM and AT as levers for inclusive practices. Join us to learn more about this collaborative partnership!

Critical Questions

- How can AEM and AT foster inclusive practices in early childhood education experiences?
- What do the terms “inclusion” and “accessibility” mean?
- What does IDEA say about “inclusion” and “accessibility” requirements?
- In the classroom, what do inclusive practices fostered by accessibility strategies...Look like? Feel like? Sound like?

The contents of this presentation were developed by the presenters for the 2023 OSEP Conference. However, these contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

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- How can our state systems foster inclusive practices supported by accessibility strategies?

Resources and/or References

- [Early Childhood Technical Assistance Center website](#)
- [Step Up AT Website](#)
- [AEM Center Website](#)



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