

Removing Barriers in Play to Include All Children



St. David's Center
Child & Family Development

Mike Huber

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POLL

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Social Isolation

- Being in the same room vs. being included
- Engagement is the goal
 - Materials
 - Peers
 - Adults



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Attunement to each child

- Each child has:
 - Strengths
 - Needs
 - Preferences

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Equity

Same opportunity but it won't look the same

Every child is supported and challenged

Accessibility vs. Accommodation

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Addressing Barriers
(based on Tom Shakespeare)

- Physical (including sensory accessibility)
- Informational
- Attitudinal
- Cultural

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Physical Barriers

Space allows for all mobility and physical needs

- All children and adults can access what they need
- Materials may need to be stored in multiple locations

All children feel challenged and supported

- Diversity of physical equipment
- Diversity of toys for fine motor

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Linda and the fire truck



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Physical Supports

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Sensory Barriers



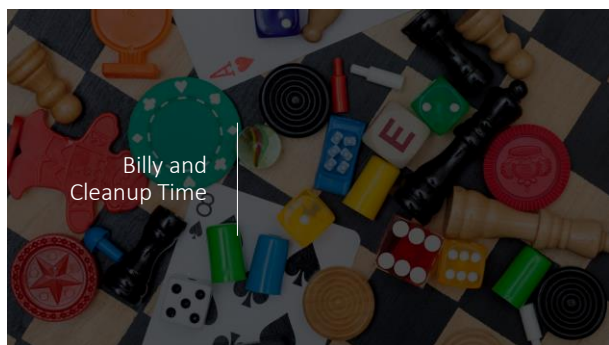
Sensory avoidance

- Allow child to go under tables or in nooks
- Allow child to move away from a group of children
- Find opportunities to play in quieter areas (e.g., a second set of blocks)

Sensory seeking

- Provide materials with a variety of sensory experiences
- Allow children to get messy

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Sensory Supports

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Informational Barriers

- WHO (name children)
- WHAT (messages, visuals for routines, social stories)
- WHERE (label materials)
- WHEN (schedule)
- WHY (guidelines)

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Mateo and Siva

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Attitudinal Barriers

<p>Diversity in movement needs</p> <ul style="list-style-type: none"> • Movement is not a behavior issue 	<p>Diversity in sound and volume</p> <ul style="list-style-type: none"> • Loud play is not a sign of defiance, but engagement 	<p>Diversity in social behaviors</p> <ul style="list-style-type: none"> • Some may need adult facilitation to engage with peers 	<p>Diversity in emotional regulation</p> <ul style="list-style-type: none"> • Dysregulation is not a sign of misbehavior
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New Kids
on the Playground



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We are playing with new kids on
the playground!



We get to meet new people, play
with kids from other classrooms,
and see more teachers outside.

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Playing with new friends on the
playground means we are learning
about how kids are different!

While meeting new kids on the
playground we might see:

Older and Younger Kids.

Taller and Shorter Kids.

Kids with dark skin and kids
with light skin.

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Kids who move on their feet,
and kids who use walkers,
wheelchairs or wagons.



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Some kids give messages with
their words.



Some kids give messages with a
"talker"/tablet or pictures.



Some kids talk with their hands
and body



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We are SO excited for you to
make new friends on the
playground and learn about how
kids are different!

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Cultural Barriers

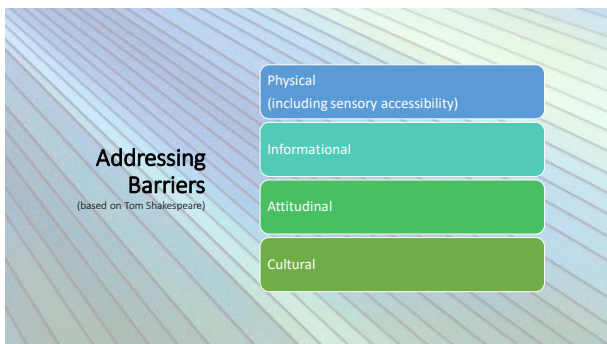
- Eye contact
- Interdependence vs. independence
- Direct or indirect language
- Personal space

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Marty and Olga
supportive care

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- Facebook: Teaching with the Body in Mind
- Teachingwiththebodyinmind.com
- [Teaching With The Body In Mind \(libsyn.com\)](http://TeachingWithTheBodyInMind(libsyn.com))
- [Inclusion Includes Us: Building Bridges and Removing Barriers to Include All Children and Adults in \(redleafpress.org\)](http://InclusionIncludesUs:BuildingBridgesandRemovingBarriersToIncludeAllChildrenandAdultsin(redleafpress.org))
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