

# SECD TOPIC GUIDE

## Inclusion

Science of Early Child Development (SECD) resources are available at no cost, through Manitoba Open Access. By visiting the SECD website you can explore five online resources (two living textbooks and three individual modules) to learn about various topics related to child development.

To get started simply go to [mb.scienceofecd.com](http://mb.scienceofecd.com), or use the “[Getting Started with SECD Manitoba Access—Tip Sheet](#)”.

*To explore the topic of **Inclusion** with ease, here are some links to help you navigate the SECD resources. Just click on the links to get started!*

*Note: your device will need to share it's location. See the [How To & FAQ page](#).*

### Is Inclusion a Children’s Right Issue?

Visit [The Ecology of Childhood 1.2 \(North American Edition\)](#) to deepen your understanding of Children’s Rights and why it is important to protect and promote them.

Child care environments should give all children a **sense of belonging**.

Visit [Communicating and Learning 3.2 \(North American Edition\)](#) to hear Pat Furman, Executive Director of Inspired by Wonder in Winnipeg, explain how the staff strive to make their centre inclusive and a “home away from home” for all children.



Do you wonder how you can best support children to **enter play** and **develop friendships**?

What about children who have difficulties with communication, motor development, or aggression?

Visit [Coping and Competence 3.2 \(North American Edition\)](#) for insight and suggestions on supporting children make and keep friendships.

### “He’s been getting invited to birthday parties”

Early interventions help provide a strong foundation for children’s learning and development.

Visit [Ecology of Childhood 2.2 \(North American Edition\)](#) to hear about the evidence behind early interventions and listen to a parent’s perspective on having her child be included in an early learning program.

**I'm an [Early Childhood Educator](#) or [Child Care Assistant](#). How can I use this information about inclusion in my centre, or home-based program?**

- Think of ways you can ensure meaningful participation of all children in your program.
- Reflect on your curriculum and environment through an inclusion lens. What are the barriers to inclusion that can be reduced or eliminated so that all children feel a sense of belonging?
- Share the information on respecting children's rights with colleagues, families, and the children in your care.
- Foster meaningful relationships among the children in your care, by offering guidance to support their interactions with peers.

**I'm a [Leader](#) in an early learning and child care program. How can I use this information about inclusion?**

- Encourage staff to explore the inclusion resources, videos, and articles, and reflect on what they have learned and how it will impact their practice.
- Ask staff to share examples of how children's rights are represented in their interactions and relationships, environment, and experiences?
- Review your facility's Inclusion Policy with your staff and Board of Directors. Discuss current inclusive values and principles, and determine if they are represented in your policy. Update if necessary and review with Child Care Coordinator and staff members.
- Incorporate the information about the value of inclusive practices into the staff orientation to help new staff develop a deeper awareness and understanding of inclusion and meaningful participation.



*"I never had to cue the children on how to include the child with the disability, they all naturally took turns; pushing the wheelchair or engaging them in one way or another. Children are intrinsically inclusive, especially young children."*

- Dr. David Philpott, SECD N.A ed., Coping and Competence, Getting along with others, 3.2



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