Working with Children with Disabilities: The NC Foundations Way!
What does NC Foundations say about inclusion? Do it!

- Help children to accommodate and build on one another’s ideas (p. 20);
- Use gestures and props to help children understand verbal and non-verbal cues (p.36);
- Support children’s use of their home language, gestures, communication devices, sign language, and pictures to communicate (p.37);
- Provide multi-sensory approaches to assist reading (e.g., tape players, computers, assistive technology (p. 38);
- Provide adaptive writing/drawing instruments and computer access to children with disabilities (p.41).

See Foundations for additional strategies for Early Educators and Families.


For additional information on Foundations, visit:
(http://www.governor.state.nc.us/Office/Education/Home.asp)
(Conferences & Training)

This document was adapted from work completed by participants in the NC Foundations Professional Development Institute, March, 2006 and was collaboratively created by the NC Department of Public Instruction, Office of School Readiness and the Center for Literacy and Disability Studies, UNC-Chapel Hill.