



EARLY INCLUSION



CONTEXT

International treaties, ratified by Chile, mandate the structuring of regulations and public policies from a rights-based approach. This ensures early childhood with disabilities right to participate and highlights the right of the family to receive the necessary accompaniment.

The importance of natural environments in the development and right to participate of children with disabilities drives the implementation of relevant strategies.

This project recognizes the role of early childhood right holders with disabilities, highlights the value of the nursery school as a natural environment for inclusion and its strategic role in the **COLLABORATIVE WORK** of families and specialists.

PROBLEM

Most nursery schools in Chile don't have the resources or training to promote the inclusion of early childhood with disabilities.

- **Management:** coordinated the efforts and resources off private sector, academy, non profit organization and the public sector.
- **Actors:** families, children and professional teams.
- **Tools Used:** routine-based interview, individual support plan, barrier detection, observation record and surveys.

LINES OF ACTION

- Collection of information
- Training
- Detection of barriers
- Intervention
- "Early Inclusion Seal"
- Dissemination.

GOAL

Promote Inclusive Early Childhood Education for children with disabilities in the regular nursery school

RECIPIENTS

- **Direct:** 14 children with disabilities, their families and 10 teachers.
- **Indirect:** 101 children without disabilities, their families, 7 administrative/cleaning staff and 8 universities students.

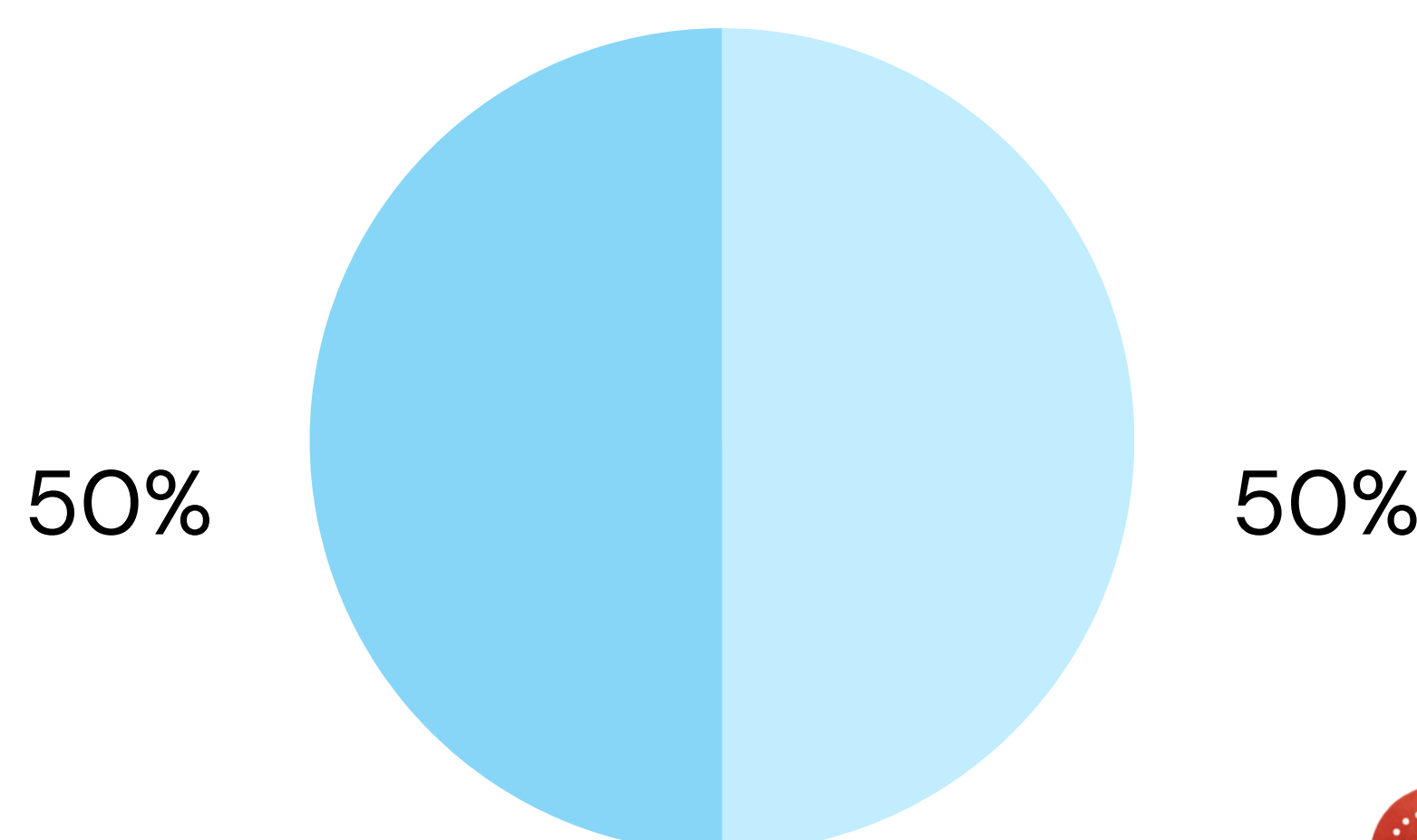
INTERDISCIPLINARY TEAM

- Child educator (C)
- Psychologist
- Occupational therapist
- Special education professional
- Speech therapist.

RESULTS

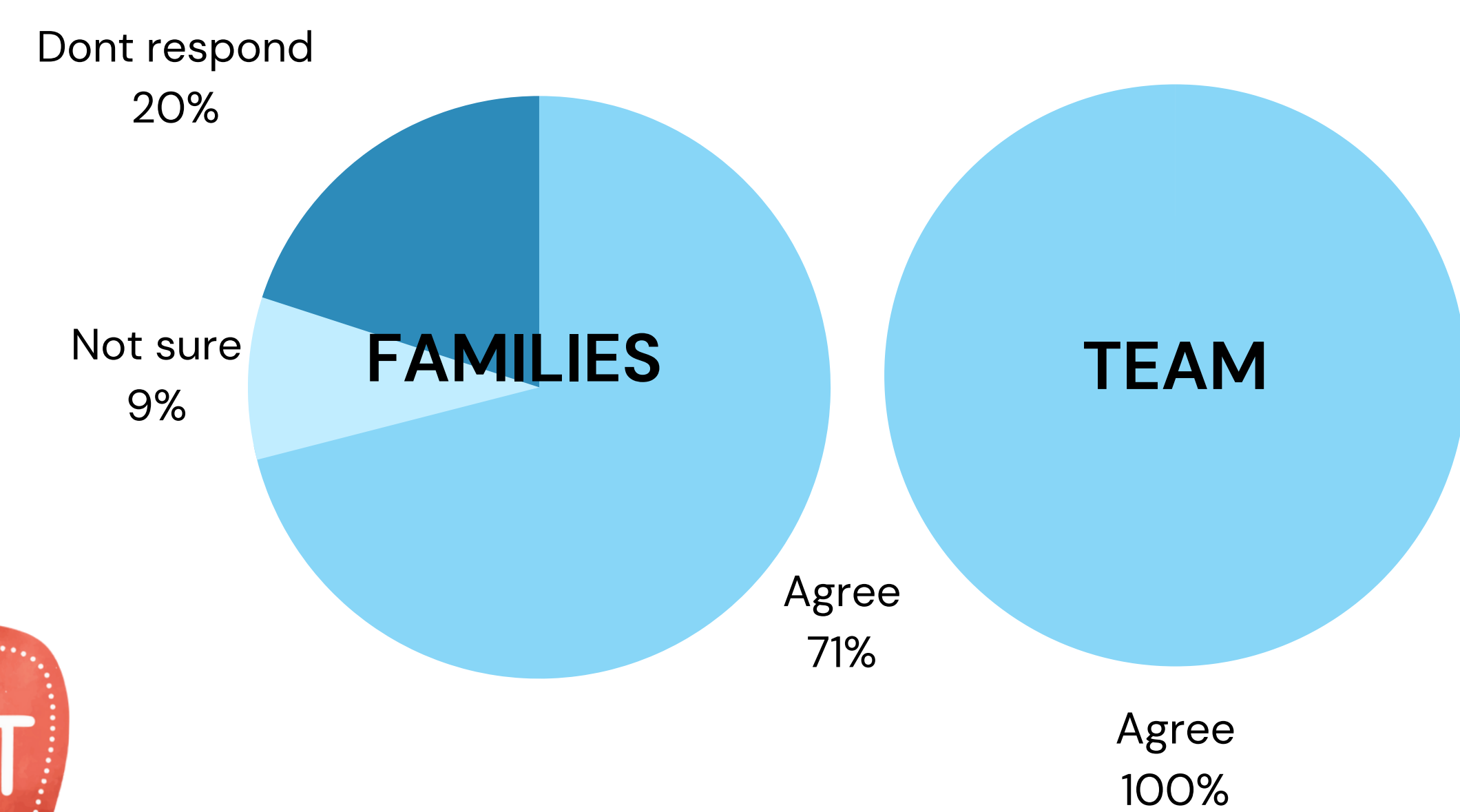
INTERVENTION

- **Total intervention:** 7 cases achievement of goals (50%)
- **Partial intervention:** 7 cases based on their physical health (50%)



PROJECT PERCEPTION

Is inclusion **LIVED** in the educational center?



CONCLUSION

Chile needs a public policy for effective Inclusive Early Childhood Education.

Relevance of Inclusive Early Childhood Education:

- Peer interaction **promotes and facilitates** learning
- Special education interventions for children in the classroom **with their peers**
- **Flexible** educational curriculum
- **Family involvement** in decisions
- Transdisciplinary teamwork **led from the educational field**

URGENT

WHAT EARLY INCLUSION MEANS TO US?

