

A CalECSE Learning Series

TINY BUT MIGHTY: GROWING INCLUSIVE TRANSITIONAL KINDERGARTEN CLASSROOMS

As California expands Universal PreKindergarten (UPK), educators have a unique opportunity to build Transitional Kindergarten (TK) classrooms where every child feels safe, supported, and included. This five-part, no-cost virtual learning series explores developmentally appropriate practices that strengthen Tier 1 instruction, promote belonging, and help educators recognize when young children may benefit from additional supports.



Designed for elementary administrators, general education teachers, special education teachers, and related service providers, this series provides practical, evidence-based strategies for creating engaging, inclusive classrooms that reflect the developmental needs of four-year-old children. Through classroom videos, implementation tools, real-world examples, and practical resources, participants will leave with strategies they can implement immediately to create developmentally responsive learning environments that support the success of children with and without disabilities.

Part 1: Developmentally Appropriate Practices and Play-Based Learning

Explore the principles of developmentally appropriate practice and the essential role of play in learning. Participants will view videos of inclusive, play-based classrooms and receive practical ideas for embedding meaningful play throughout the instructional day.

Tuesday, August 18, 2026
3:15–4:15 p.m.

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Part 2: Supporting Toileting and Independence in Transitional Kindergarten (TK)

Learn practical strategies for promoting independence in everyday classroom routines, including toileting, self-help skills, transitions, and participation. Participants will explore collaborative approaches that support children with a wide range of developmental needs while fostering confidence and autonomy.

Tuesday, September 22, 2026
3:15–4:15 p.m.

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Part 3: Tier 1 Supports and Evidence-Based Classroom Practices

Examine proactive classroom practices that increase access and participation for all learners. Topics include classroom environments, visual supports, sensory supports, instructional routines, prompting strategies, and evidence-based practices to create inclusive learning environments.

Tuesday, October 13, 2026
3:15–4:15 p.m.

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Part 4: Social-Emotional Learning (SEL) and Positive Behavior Support

Strengthen understanding of developmentally appropriate approaches to supporting social-emotional competence and preventing behaviors that impact learning. Participants will explore proactive strategies for emotional regulation and relationship building.

Tuesday, November 10, 2026
3:15–4:15 p.m.

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Part 5: Positive Guidance for Behaviors That Adults Find Challenging

Participants will learn developmentally appropriate alternatives to exclusionary discipline and practical strategies for responding to behaviors that challenge adults while promoting long-term skill development and preserving inclusive placements.

Tuesday, December 1, 2026
3:15–4:15 p.m.

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Closed captioning is available via Zoom. Post-training recordings will be available on our website approximately two weeks after the session. If you require a disability-related accommodation (such as American Sign Language interpretation) please email info@calecse.org at least 72 hours prior to the event.

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Special Education Network

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