



*Image credit: Martin do Nascimento/Resolve Magazine*

1

Students with learning differences included in general education settings achieved higher on reading and math assessments than students in non-inclusive settings. (Cole, Murphy, & Robinson, 2022).

2

When high expectations are infused into classroom practices, these can potentially have a positive impact on the development of children who are deaf or hard of hearing (Wang et al., 2014).

3

When a culture of high expectations is established for STEM learning, students seem to have positive beliefs about their ability to do STEM (Murphy, 2020).

**ALL YOUNG CHILDREN ARE CAPABLE OF LEARNING AND ACHIEVING SUCCESS, AND THEY LEARN BEST WHEN ADULTS IN THEIR LIVES HOLD THEM TO HIGH EXPECTATIONS.**



## WHAT CAN I DO TO CULTIVATE STEM EXPERIENCES FOR ALL?



**Reflect on your beliefs and bias about children with disabilities.**



**Video: [STEM Starts Now](#)**



**Videos: [Why Inclusion](#)**



**[Early Childhood Recommended Practices Module: Interaction](#)**