

MAXIMIZING EACH DAY WITH EACH CHILD: CURRICULUM PLANNING FOR INCLUSIVE PRESCHOOL CLASSROOMS

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Outline/Agenda, and Handouts ²

1. Introductions, Resources
2. Evidence-Based Practices and the Building Blocks Framework
3. Keys to Collaboration
4. Six Steps Toward Success
5. Curriculum Modifications by Type, Activity, & Routine
6. Embedded Learning Opportunities
7. Child-Focused Instructional Strategies
8. Early Childhood Outcomes:
 - a) Becoming More Independent
 - b) Acquiring and Using Knowledge: Language and Early Literacy
 - c) Friendships and Social Relationships; and Developmentally Appropriate Classroom Behavior

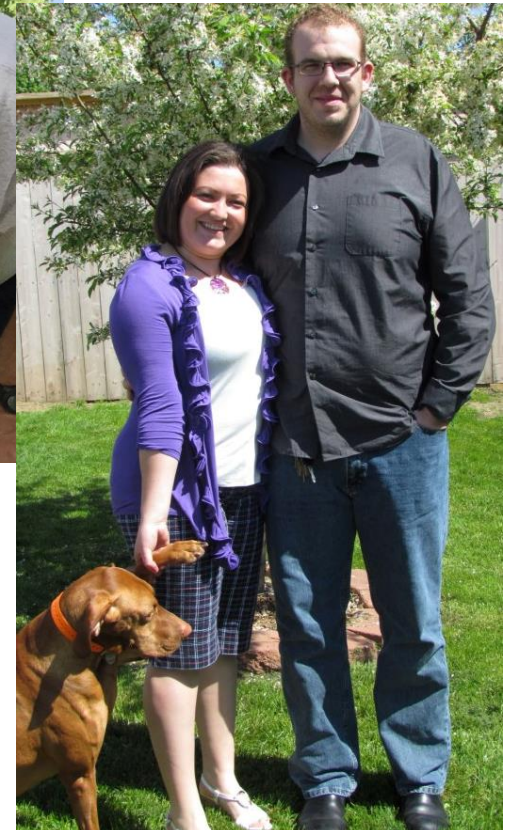
Who are we?



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Who are you?

- “ Your name
- “ Where do you work? Name and type of program.
 - “ Child care center, home child care, Head Start, community preschool, public school, Preschool For All, early childhood special education, blended program, other?
- “ What is your role?
 - “ Teacher, paraprofessional, parent, SLP, OT, PT, social worker, director, principal, program coordinator, EI Provider, other?
- “ Ages of children you work with?



2. Building Blocks Framework

An approach to support children with IEPs & children without IEPs

Child-focused instructional strategies

Embedded learning opportunities

Curriculum modifications and adaptations

High-quality early childhood program

Sandall, S., & Schwartz, I.(2008). Building blocks for teaching preschoolers with special needs (2nd ed.). Baltimore: Paul H. Brookes Publishing Co.

High-quality early childhood program

1. Engaging interactions
2. A responsive and predictable environment
3. Many opportunities for learning
4. Teaching that is matched to the child and activity
5. Developmentally appropriate materials, activities, and interactions
6. Safe, hygienic practices
7. Appropriate levels of child guidance
8. Meaningful involvement for families

Curriculum modifications and adaptations

1. A change made to the ongoing classroom **activity or materials** to achieve or maximize a child's participation
2. The %goodness of fit+b/t child and environment is related to positive child outcomes
3. Curriculum Modifications = CMs

Embedded learning opportunities

1. Integrating planned opportunities within the usual classroom activities and routines
2. Embedding short, systematic instructional interactions into the existing classroom activities and routines
3. They are pre-planned, but then embedded as naturally as possible
4. = ELOs

Child-focused instructional strategies

1. Explicit
2. Matched to a child's individual objectives
3. Provides planned, consistent, systematic instruction to teach specific skills, behaviors, or concepts
4. More intense and individualized

Building Blocks

- “ Fits with The Creative Curriculum, High/Scope, Assessment, Evaluation, and Programming System (AEPS)
- “ Teachers can help all of their students participate, learn, and thrive

3. Keys to Collaboration

1. Goals:

- a) ID members of team
- b) Key factors for success
- c) ID 4 models in inclusive PS
- d) How to set up team meeting agenda
- e) How to problem solve

We will discuss each of these components!

Keys to Collaboration

a) You are a member of a team that supports young children's growth and development!!

Who is on your team? (List their title/role)

b) Key factors for successful collaboration:

1. Time
2. Respect
3. Trust
4. Effective communication
5. All team members participate
6. ID goals and strategies to meet goals

What are your team challenges and strengths?

c) 4 Models of inclusive PS programs

1. Team teaching . ECE/ECSE
2. Consultation . ECSE consults
3. Reverse mainstreaming . ECSE is teacher, students with and without disabilities
4. Integrated activities . separate classes, plan joint activities b/t classes with/without children with IEPs

What Model do you use?

d) team meetings

1. Time to meet+is a barrier to successful teaming
2. Some strategies on when to meet?
3. Structure your meeting: roles, agenda, discuss items, end.
4. What team meeting+approach do you use?



e) How to problem solve.

1. Identify the problem
2. Generate solutions
3. Evaluate the solutions
4. Implement the solutions
5. Evaluate the outcomes

-8.3, Problem-solving scenarios

ACTIVITY, Lola, Paul, Reese, Anna

4. Six Steps Toward Success

1. **Assess quality of the classroom (Quality Assessment Form)**
2. **Plan the classroom schedule (Classroom Action Worksheet)**
3. **Plan for an individual child (Child's IEP, Classroom Curriculum Checklist, Child Assessment Worksheet)**
4. **Clarify areas of concern for the child (Planning Worksheet, Section I and II)**
5. **Construct an activity matrix (Child & Classroom Activity Matrix)**
6. **Implement and evaluate the plan (ELO at a Glance, Instruction at a Glance, Evaluation Worksheet)**

Step 1. Assess quality of the classroom

Quality Assessment - Yes? No? Examples

1. Do children spend most of their time playing and working with materials or with other children?
2. Do children have access to various activities throughout the day?
3. Do teachers work with individual children, small groups, and the whole group at different times during the day?
4. Is the classroom decorated with children's original artwork, their own writing, and stories they've dictated?
5. Do children learn within meaningful (relevant to their interests and experiences) contexts?

Step 1. Assess quality of the classroom, cont.

Quality Assessment - Yes? No? Examples

6. Do children work on projects and have periods of time to play and explore?
7. Do children have an opportunity to play and explore outside every day?
8. Do teachers read books to children individually or in small groups throughout the day?
9. Is the curriculum adapted for those who are ahead and well as those who need additional help?
10. Do the children and their families feel safe and secure within their early childhood programs?

Take Action ã .

1. Which quality indicators do you need to address?
2. What is the problem?
3. What can we do?
4. Who will do it?
5. By when?

Step 2: Classroom schedule

Write down what is most important when you are creating classroom schedule.

The authors want you to consider

1. Balance of active and quiet; teacher directed and child directed; large and small group activities; and time to play alone
2. Outdoor time
3. Adequate time for routines (toileting, snacks), and transitions
4. Minimize waiting time

Review your classroom schedules

Pick a student .

Decide upon a student you work with who has an IEP. Write down first name only.

You can use that student as you practice using the approach and forms from Building Blocks.



Step 3: planning for an individual child

The learning objectives could come from

1. IEPs
2. Curriculum checklist . AEPS, COR, Developmental Continuum, Creative Curriculum
3. Early Learning and Development Standards, ISBE
4. Teams' observations (Child Assessment Worksheet, the next topic)

Child Assessment Worksheet

Handout 2.3

- “Team activity
- “Fill out first column, Classroom Activities
- “Agree on Classroom expectations of all children
- “Then choose your child's level of performance
- “Look for goodness of fit for the child!!

6 Steps Toward Success, cont.

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4. Clarify areas of concern for the child (Planning Worksheet, Section I and II)

Planning Worksheet

Hand
out
3.3

Section I

IEP Today . list IEP goals and related learning objectives

Section II

Activities that are a concern (from Child Assessment Worksheet)

Concerns

Current supports

Ideas for instruction: CM, ELO, CFIS ***more to come

5. Construct an activity matrix (Child & Classroom Activity Matrix)

Handout
4.5

1. For the individual child
2. Enter your schedule in the left column
3. List learning objectives (LO) across the top
4. When can you teach a LO?
5. How?

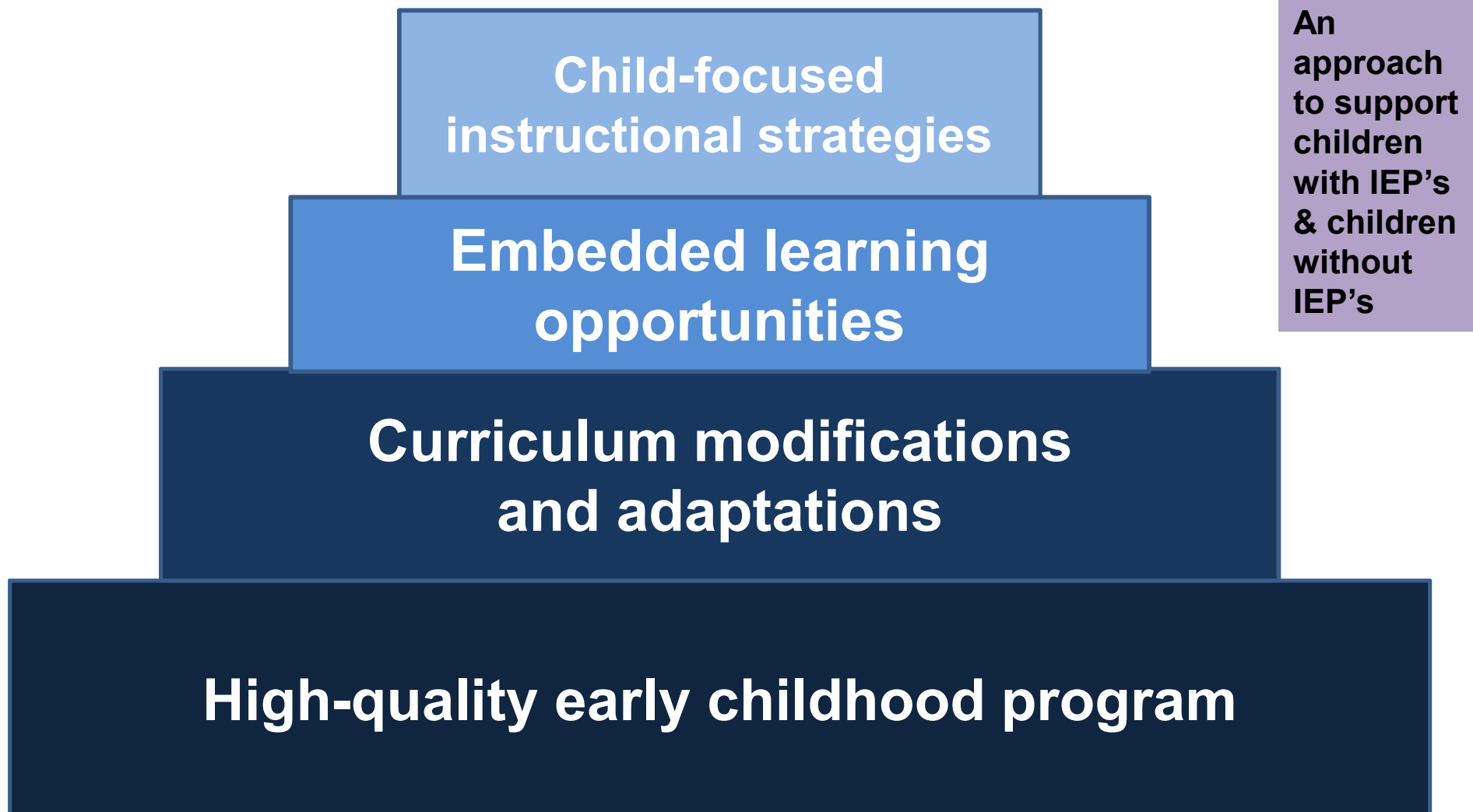


6. Implement and evaluate the plan (ELO at a Glance, Instruction at a Glance, Evaluation Worksheet)

- “This is the last step in 6 Steps Toward Success+
- “Next we will learn about creating CMs, ELOs, CFIS.
- “Teaching = a cycle of observing, assessing, making teaching plans, trying them out, monitoring the child's progress .



Review: Building Blocks Framework



Sandall, S., & Schwartz, I.(2008). Building blocks for teaching preschoolers with special needs (2nd ed.). Baltimore: Paul H. Brookes Publishing Co.

5. Curriculum Modifications by Type, Activity, & Routine

1. Curriculum modification is . a change to the ongoing classroom activity or materials in order to facilitate or maximize a child's participation in planned activities and routines.

STEP 1. Review the % structural supports+ environment, schedule, activities, transitions.

STEP 2. Try a CM . curriculum modification

STEP 3. if more support is needed use an embedded learning opportunity (ELO)

STEP 4. if more is needed use an CFIS (child-focused instructional strategy)

8 types of curriculum modifications & adaptations, pg.58, Table 5.2, ; pages 60 . 133

1. **Environmental support**
2. **Materials adaptation**
3. **Activity simplification**
4. **Child preferences**
5. **Special equipment**
6. **Adult support**
7. **Peer support**
8. **Invisible support**

Definitions, photos
Trainers CD-Mod 3,
Slides 5-83,
pgs. 60-133 in book



Curriculum modifications by activity or routine

Learning centers

1. Art center
2. Blocks
3. Dramatic play
4. Sensory table
5. Book corner
6. Computer center
7. Manipulatives



Planned activities

1. Circle time
2. Small group
3. Cooking
4. Outdoor time
5. Music & movement

Routines

1. Arrival & departure
2. Transitions
3. Cleanup
4. Snacks & meals
5. Self-care routines
6. Rest time

6. ELO's – Embedded Learning Opportunities

Teachers create or plan short instructional interactions that are **embedded within ongoing classroom activities, routines, and transitions**. Focus is on a child's individual learning objectives.

*Video examples Trainer's CD, Mod. 5, Slide 7, 8.

1. Blocks: When given directions to ID the little object and shown 2 objects of different sizes, she will ID the little object.

2. Name letters: name letters when shown to her

*Antecedent?

*Target Behavior?

*Consequence?

1. Minimal changes to classroom or activities
2. Child motivation to participate with other children is enhanced
3. Opportunities for generalization are in place all day long
4. Child uses behavior with a variety of adults, children and materials, across settings



Steps for ELO

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1. Clarify the child's learning objective (what is the function of this goal or objective?)
2. ID or create ELO
3. Design and implement the instruction
4. Monitor child progress

*Child Activity Matrix, **Handout 4.5**

ELO-at-a-Glance

*Video 5.3,(slide 19) Colton in white shirt on left, learning to initiate and respond to peers. A? B? C?

* Practice: ELO at a Glance, Creating ELOs. **Handouts 5.4, 5.5**



7. Child-focused instructional strategies

CFIS are usually the same strategies we used in ELO, but more intense than ELO . why use them? Some children may need

1. More opportunities everyday to practice the skill
2. More assistance from their teachers
3. An instruction setting with fewer distractions
4. Positive reinforcement in a more consistent manner



Strategies to use - Developing CFIS, pg. 152.

1. Instructions-short, clear, positive
2. Prompting strategies . help teach skill, remove, combined with reinforcement . verbal, gesture, model, physical, picture
3. Graduated guidance . provide least amount of assistance
4. Time delay . allow time for part of the behavior before giving a prompt
5. Backward chaining . remove assistance in a backwards fashion
6. Consequence strategies . positive reinforcement, corrective feedback
7. Positive reinforcement . reinforcing the behavior
8. Differential reinforcement of other behavior . notice the child's desired behavior and acknowledge it
9. Corrective feedback . tell child when a behavior is incorrect or unacceptable, show appropriate alternative
10. Peer-mediated strategies . peers provide assistance to child

TIPS for using CFIS

1. Scheduling
2. Selecting materials
3. Motivation
4. Monitoring progress

CFIS

Handout 6.5

Used to plan instruction for a student

Helps you collect daily data



8. Early Childhood Outcomes

http://projects.fpg.unc.edu/~eco/pages/fed_req.cfm

In 2005, the Office of Special Education Programs (OSEP) began requiring State Early Intervention and Preschool Special Education programs to report on child outcomes and the family indicator.

“ For child outcomes, States are required to report on the percent of infants and toddlers with Individualized Family Service Plans (IFSPs) or preschool children with Individualized Education Plans (IEPs) who demonstrate improved:

- a) Positive social-emotional skills (including social relationships);
- b) Acquisition and use of knowledge and skills (including early language/communication [and early literacy]); and
- c) Use of appropriate behaviors to meet their needs.

a) Becoming more independent

1. Independence = how children take care of themselves, accomplish their basic needs, interact with the world around them in general. . Tina, pg 165
2. One of the functional child outcomes for OSEP .
%uses appropriate behavior to meet needs+, ECO = EC Outcomes www.fpg.unc.edu/~eco
3. What does independence look like? (toddler & PS age; home, classroom, outdoors, community, transitions, taking care of materials, self-care tasks)
4. What can we do to help children develop and practice appropriate independent behavior?



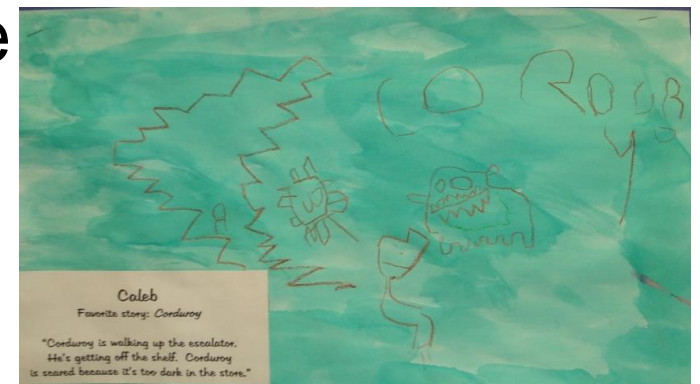
Teaching independence skills

1. Determine which skills to target
 - “ Observe early in the year
2. Assess how much support the child is currently
 - “ Can the child do this task with adult support
 - “ How much peer/adult support is needed?
 - “ Physical support . examples
 - “ Instructional support . examples
 - “ Environmental support . examples
3. Determine when to teach the skills
 - “ Activity matrix, plan for X opportunities across the day, time for this?
4. Begin independence training
 - “ Practice and complete task with adult support first/Then become more independent (be aware of your behaviors - too much or too little support)
 - “ Be aware of influence of cultural traditions re: independence
 - “ Table 8.1, pg. 169



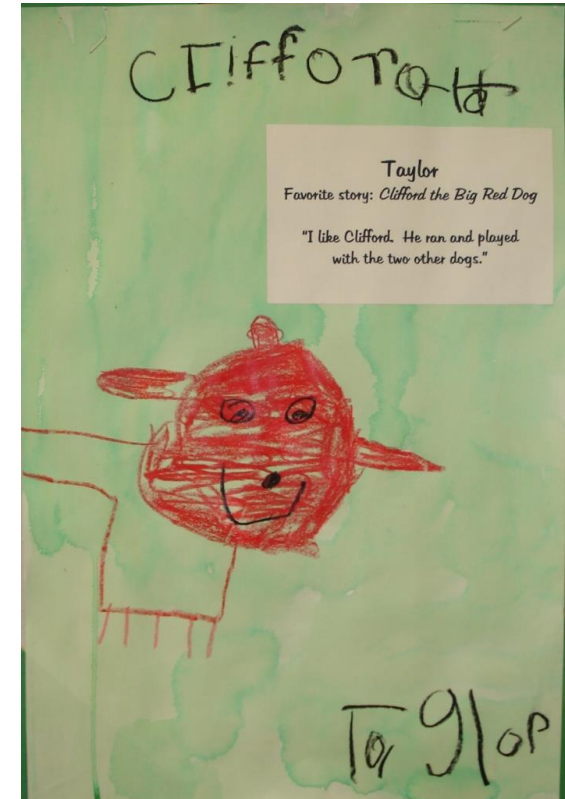
b) Acquiring and using knowledge including language and early literacy (EL)

1. Children begin their literacy learning long before they begin formal instruction in reading and writing
2. Development of oral language, phonological/phonemic awareness, alphabet knowledge, print knowledge are CLOSLEY linked to literacy achievement!
“ (all areas possibly affected by a disability, How?)
3. Quality and quantity of EL experiences affect reading success
4. What do EL experiences look like in EC classrooms/homes?



8 COMPONENTS OF HIGH-QUALITY LITERACY CURRICULUM

1. Oral language, vocabulary, concepts
2. Concepts about print
3. Print functions
4. Alphabet knowledge
5. Phonemic awareness
6. Knowledge of text structure
7. Writing
8. Storybook reading



It is critical for teachers to ensure that children with disabilities and special needs have frequent, varied, and individualized literacy experiences in all of these areas.

What can teachers do to facilitate development of early literacy knowledge?

1. Design early literacy centers
2. Create literacy-rich play settings
3. Embed literacy into specific activities



*Checklist of important elements for supporting EL, pg. 175

READING WITH CHILDREN . 8 strategies

WRITING WITH CHILDREN . begin early with scribbling

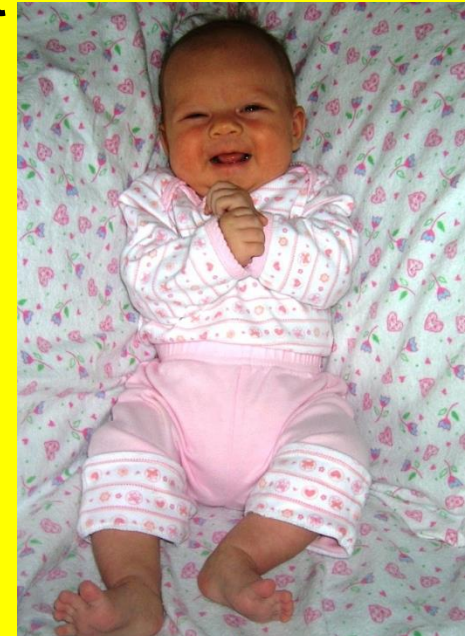
ALPHABET & PHONEMIC AWARENESS ACTIVITIES

- “ names of letters, letter-sound relationships, play with spoken language, interact with print through reading and writing.
- “ ABC books, rhymes, poems, guessing games, riddles, chants, songs . throughout the day
- “ Table 9.1 Strategies for CFIS, ELO, CM, the environment

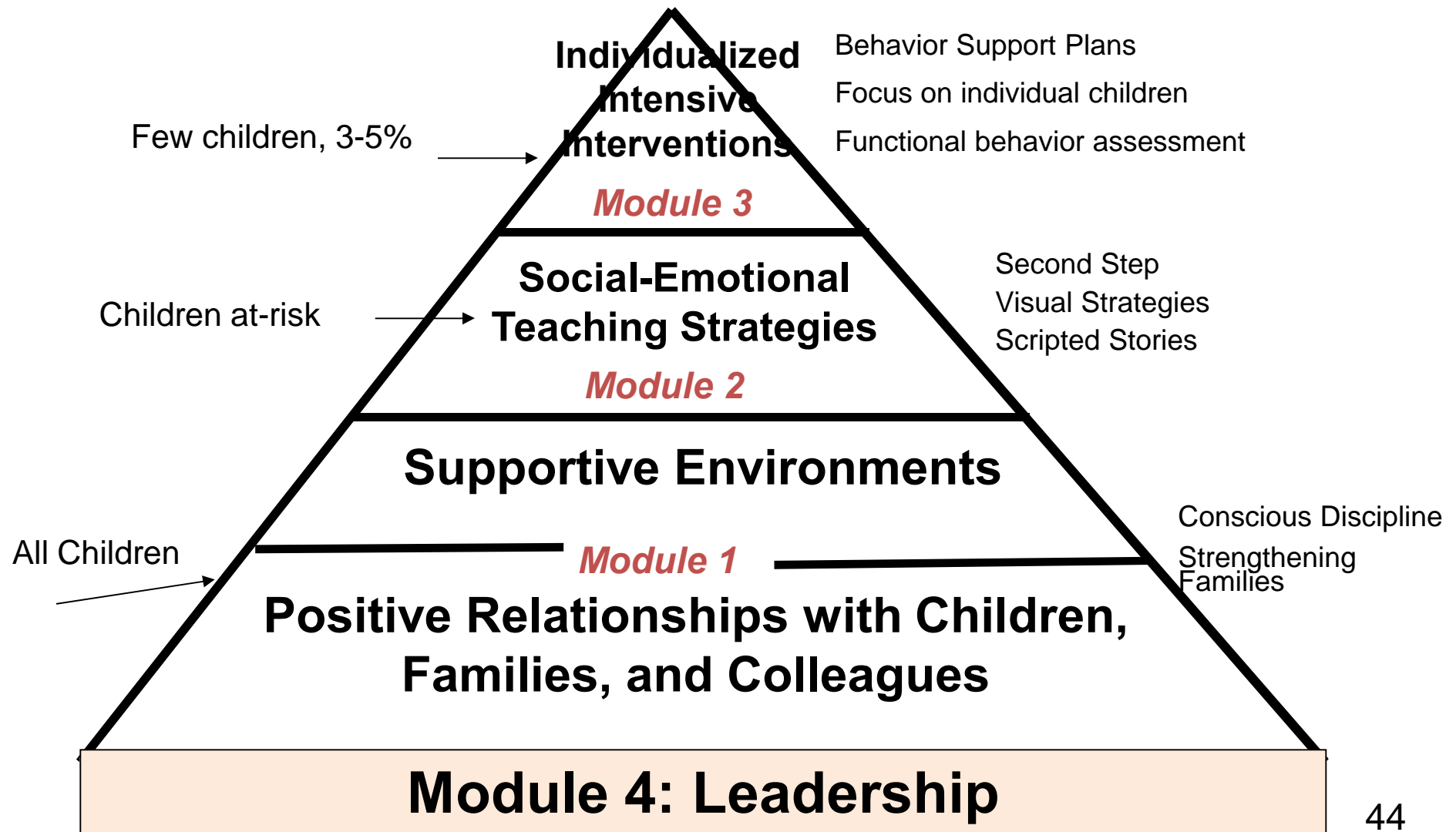
c) Friendships & Social Relationships

Strategies that can be used to

1. Build positive relationships with children, families and colleagues
2. Design environments, schedules, and routines
3. Structure transitions
4. Plan activities that promote engagement
5. Give directions
6. Help children learn rules and routines
7. Teach friendship skills
8. Teach emotional literacy
9. Teach healthy choices when angry
10. Teach problem-solving skills



The Pyramid to Promote Social & Emotional Competence





RESOURCES, TOOLS



The Websites are a Tool Box!

The Center on the Social and Emotional
Foundations for Early Learning

Vanderbilt.edu/csefel

Technical Assistance Center on Social
Emotional Intervention (TACSEI)

www.tacsei.org



CONCLUSION & Guiding Questions

1. What did we talk about today that was
 “Information you already knew?”
 “new information?”
2. What information will you use in your classroom/program?

PLEASE fill out Evaluations