



THE NATIONAL CENTER ON
Quality Teaching
and Learning



SUPPORTING CHILDREN WITH DISABILITIES



NCQTL

WELCOME AND INTRODUCTIONS



FRAMING OUR SESSION

- Relationships with LEAs vary greatly between communities, school districts, and states
- ***ALL LEAs are required to follow IDEA***
- **Our focus:** Providing EHS/HS teachers with strategies to individualize teaching and learning for children needing extra support

OUR TIME TOGETHER

During this session, we will:

Discuss practical strategies to individualize teaching and learning for young children, specifically curriculum modification and embedded learning.

Share resources to support your work with children and families

Provide opportunities to share your knowledge and experiences through large and small group discussions.

ACTIVITY



What does it look like in your Head Start or Early Head Start program ?

- Pull-out
- Consultation
- Embedded

VIDEO: CHRISTOPHER'S STORY

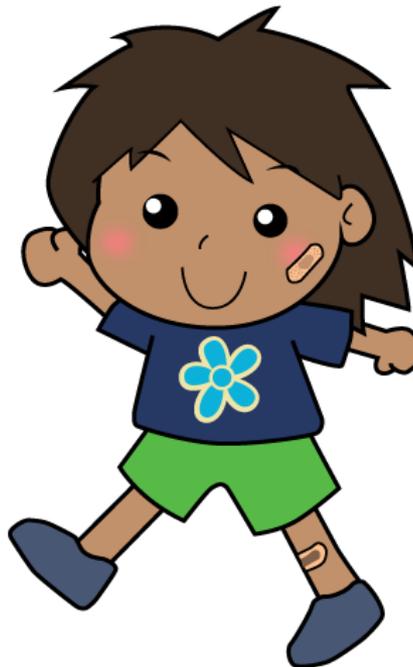


Let's meet Christopher

IDENTIFY CHILDREN



Children with IEP/IFSP



Children with behavior challenges with or without support plans

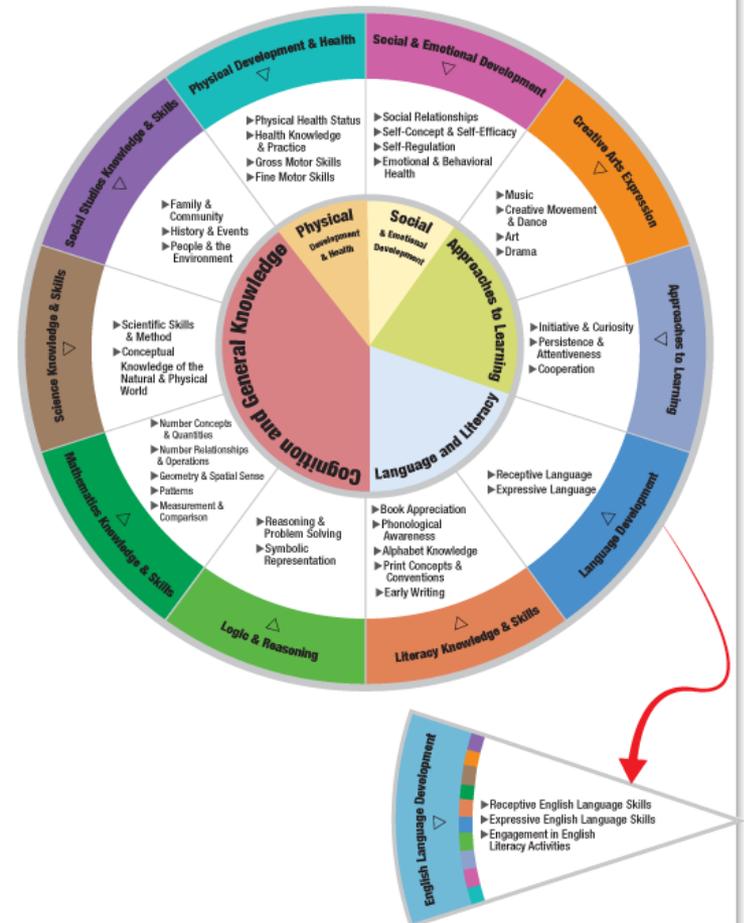


Children who are not demonstrating progress on their learning goals

THE HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK

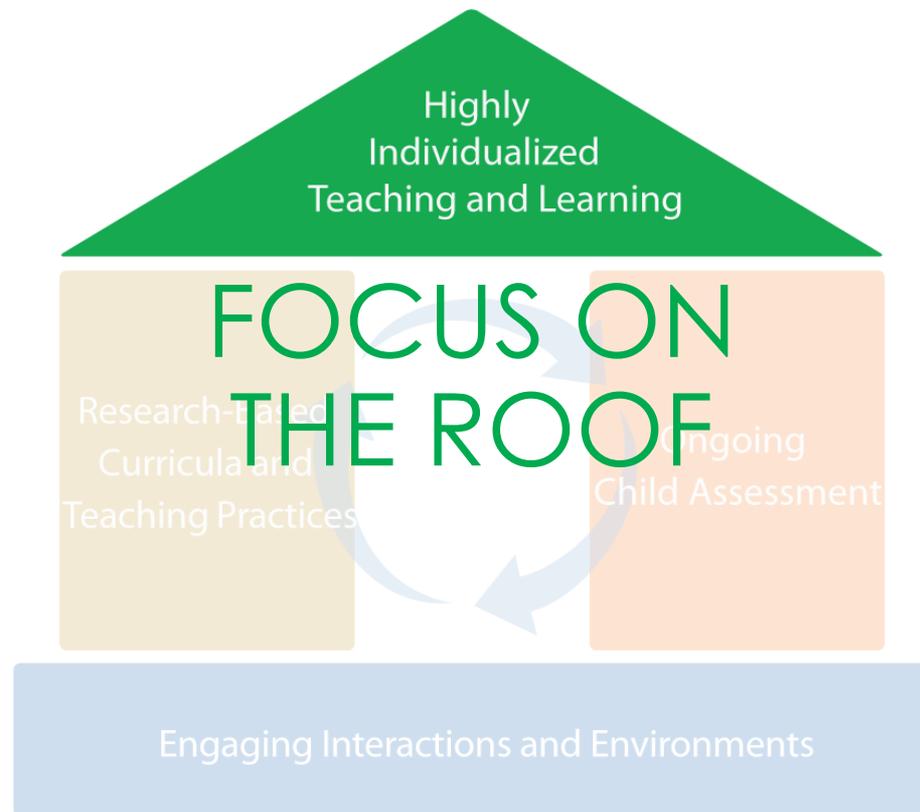
PROMOTING POSITIVE OUTCOMES IN EARLY CHILDHOOD PROGRAMS SERVING CHILDREN 3-5 YEARS OLD

The **domains** of the *Framework* apply to all **0-5 year olds** in EHS/HS and other early childhood programs, **including dual language learners and children with disabilities.**

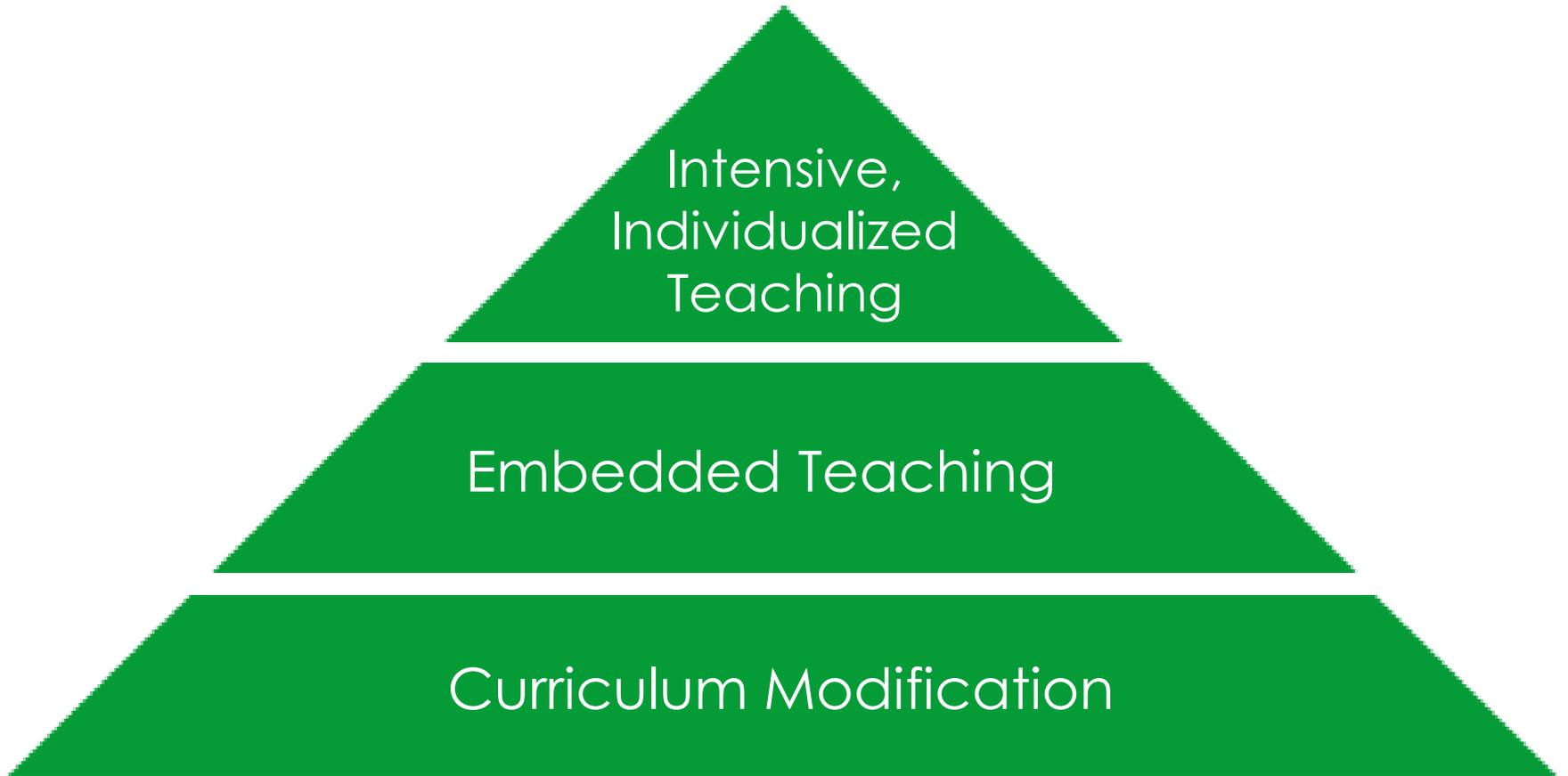


FRAMEWORK FOR EFFECTIVE PRACTICE

SUPPORTING SCHOOL READINESS FOR ALL CHILDREN



FOCUS ON UNIQUE INDIVIDUAL NEEDS



CURRICULUM MODIFICATION



Curriculum Modification

CURRICULUM MODIFICATION

WHAT



WHEN

WHY



WHAT IS CURRICULUM MODIFICATION?

“ A change to the ongoing classroom activity or materials in order to facilitate or maximize a child’s participation in planned activities, interactions, and routines.”

WHAT IS CURRICULUM MODIFICATION?

SMALL CHANGE,

BIG IMPACT

WHEN

DO I MODIFY THE CURRICULUM?

When a child is not fully participating in a meaningful way.



WHY MODIFY THE CURRICULUM?

Increase
participation

+

Increase
access

=

Increased
learning!

8 TYPES OF CURRICULUM MODIFICATIONS

Environmental Support

Materials Adaptation

Simplify the Activity

Child Preferences

Special Equipment

Adult Support

Peer Support

Invisible Support

ENVIRONMENTAL SUPPORT

“ Altering the physical, social, and temporal environment to promote participation, engagement, and learning. ”



— Sandall & Schwartz, 2008



ENVIRONMENTAL SUPPORT: TEMPORAL SUPPORT

- Timing for transitions, the routines and the activities
- Schedule is balanced
- Time provided for self-exploration

— Sandall & Schwartz, 2008



TEMPORAL ENVIRONMENT: PLAN FOR SUCCESS



- **Tip #1:** Examine your schedule
- **Tip #2:** Think like a kid!
- **Tip #3:** Prepare to personalize

MATERIALS ADAPTATION

“ Modifying materials so that the child can participate as independently as possible. ”



— Sandall & Schwartz, 2008



MATERIALS ADAPTATION

“ Modifying materials so that the child can participate as independently as possible. ”

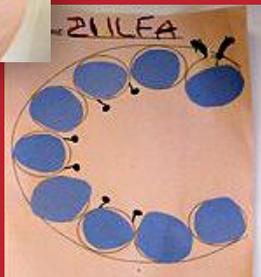
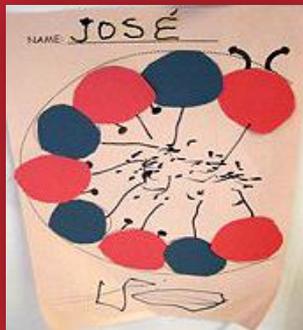


— Sandall & Schwartz, 2008



SIMPLIFY THE ACTIVITY

“ Simplifying a complicated task by breaking it down into smaller parts or by reducing the number of steps. ”



— Sandall & Schwartz, 2008



SIMPLIFY THE ACTIVITY

“ Simplifying a complicated task by breaking it down into smaller parts or by reducing the number of steps. ”



— Sandall & Schwartz, 2008



CHILD PREFERENCES

“ If the child is not taking advantage of the available opportunities, identify and integrate the child’s preferences. ”



— Sandall & Schwartz, 2008



SPECIAL EQUIPMENT

“Using special or adaptive devices that allow a child to participate or increase the child’s level of participation.”



— Sandall & Schwartz, 2008



ADULT SUPPORT

“ Having an adult intervene to support the child’s participation and learning.”



— Sandall & Schwartz, 2008



PEER SUPPORT

“ Utilizing peers to help children learn important objectives. ”



— Sandall & Schwartz, 2008



INVISIBLE SUPPORT

“ Purposeful arranging of naturally occurring events within one activity. ”



— Sandall & Schwartz, 2008



INVISIBLE SUPPORT

“ Purposeful arranging of naturally occurring events within one activity. ”



— Sandall & Schwartz, 2008



NAME THAT MODIFICATION GAME

Jayden often seemed confused and didn't know where to go when the group transitioned to new activities throughout the day.

His teachers paired him up with a buddy who knew the routine well. Jayden is now able to remain with the group for each transition.

NAME THE CURRICULUM MODIFICATION

Environmental Support

Materials Adaptation

Simplify the Activity

Child Preferences

Special Equipment

Adult Support

Peer Support

Invisible Support

NAME THAT MODIFICATION GAME

Max has low muscle tone and has a hard time sitting in a comfortable, upright position during circle time.

His teachers decided that during circle time they would offer him some extra support with a cube chair. He now is able to sit comfortably during circle and is able to use his energy to engage more in song and finger play.

NAME THE CURRICULUM MODIFICATION

Environmental Support

Materials Adaptation

Simplify the Activity

Child Preferences

Special Equipment

Adult Support

Peer Support

Invisible Support

NAME THAT MODIFICATION GAME

During cooking and small group activities that require stirring, Pablo would get embarrassed because he lacked the strength and coordination to stir when a mixture was thick.

His teachers decided to let him take his turn at the end, after the other children had added most of the liquid so that the mixture was easier to stir. Pablo now participates independently in cooking projects without any embarrassment.

NAME THE CURRICULUM MODIFICATION

Environmental Support

Materials Adaptation

Simplify the Activity

Child Preferences

Special Equipment

Adult Support

Peer Support

Invisible Support

NAME THAT MODIFICATION GAME

Lola loved looking at the puzzles in the manipulatives center and pointing to the pictures, but she never wanted to put the pieces in. It was too difficult for her to grasp the small knobs.

Her teachers decided to glue spools to the tops of the pieces. She now loves to independently work on puzzles with her peers.

NAME THE CURRICULUM MODIFICATION

Environmental Support

Materials Adaptation

Simplify the Activity

Child Preferences

Special Equipment

Adult Support

Peer Support

Invisible Support

NAME THAT MODIFICATION GAME

Andrew never seemed tired and got very restless and loud during rest time.

His teachers decided to leave a bucket of his favorite books next to his mat. He now quietly looks at books during nap and does not bother the other children.

NAME THE CURRICULUM MODIFICATION

Environmental Support

Special Equipment

Materials Adaptation

Adult Support

Simplify the Activity

Peer Support

Child Preferences

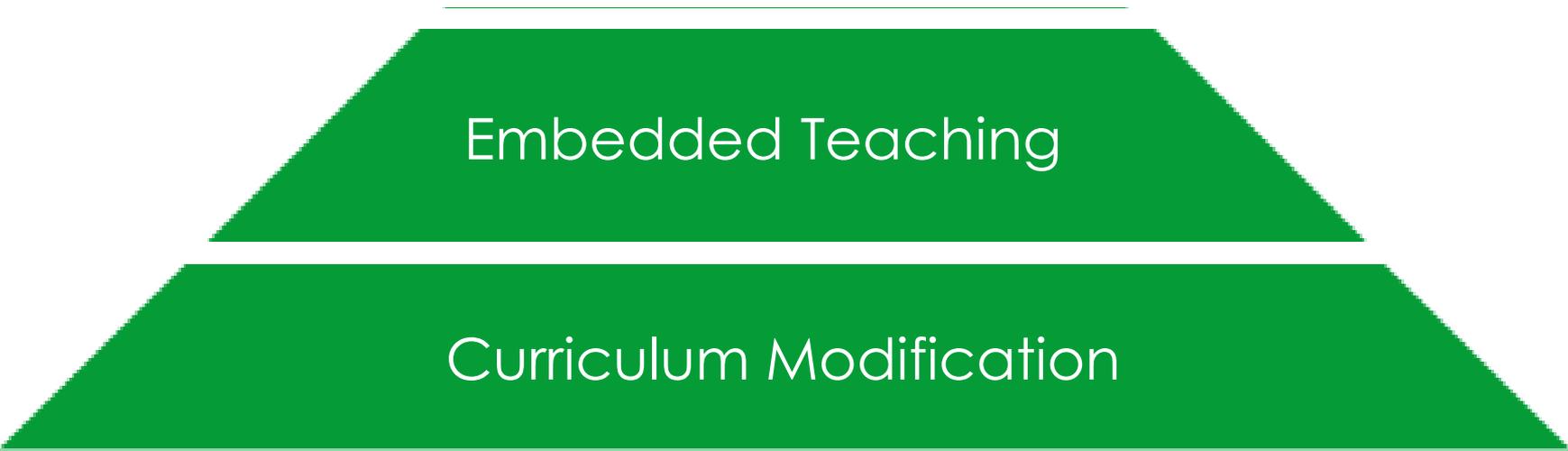
Invisible Support

VIDEO: CHRISTOPHER'S STORY



What modifications were Included in Christopher's Plan?

EMBEDDED TEACHING



Embedded Teaching

Curriculum Modification

HOW DO WE CREATE EMBEDDED LEARNING OPPORTUNITIES?

Start with program-level and individual School Readiness Goals

- What skills and knowledge do children need to meet these goals?
- How can these skills be supported during activities that occur in your classroom?



HOW DO WE CREATE EMBEDDED LEARNING OPPORTUNITIES?

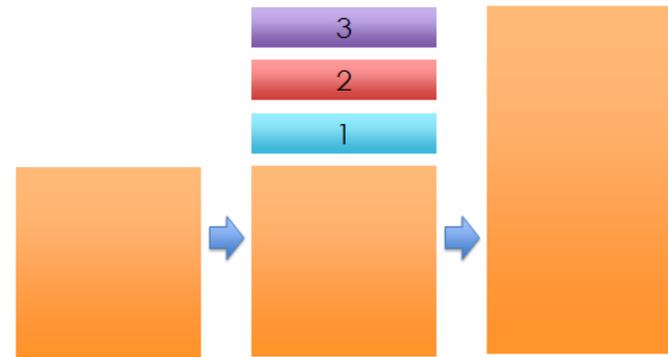


Promote child engagement and learning

- How can you support children to maintain their curiosity and active involvement in activities?

EMBEDDED LEARNING STRATEGIES

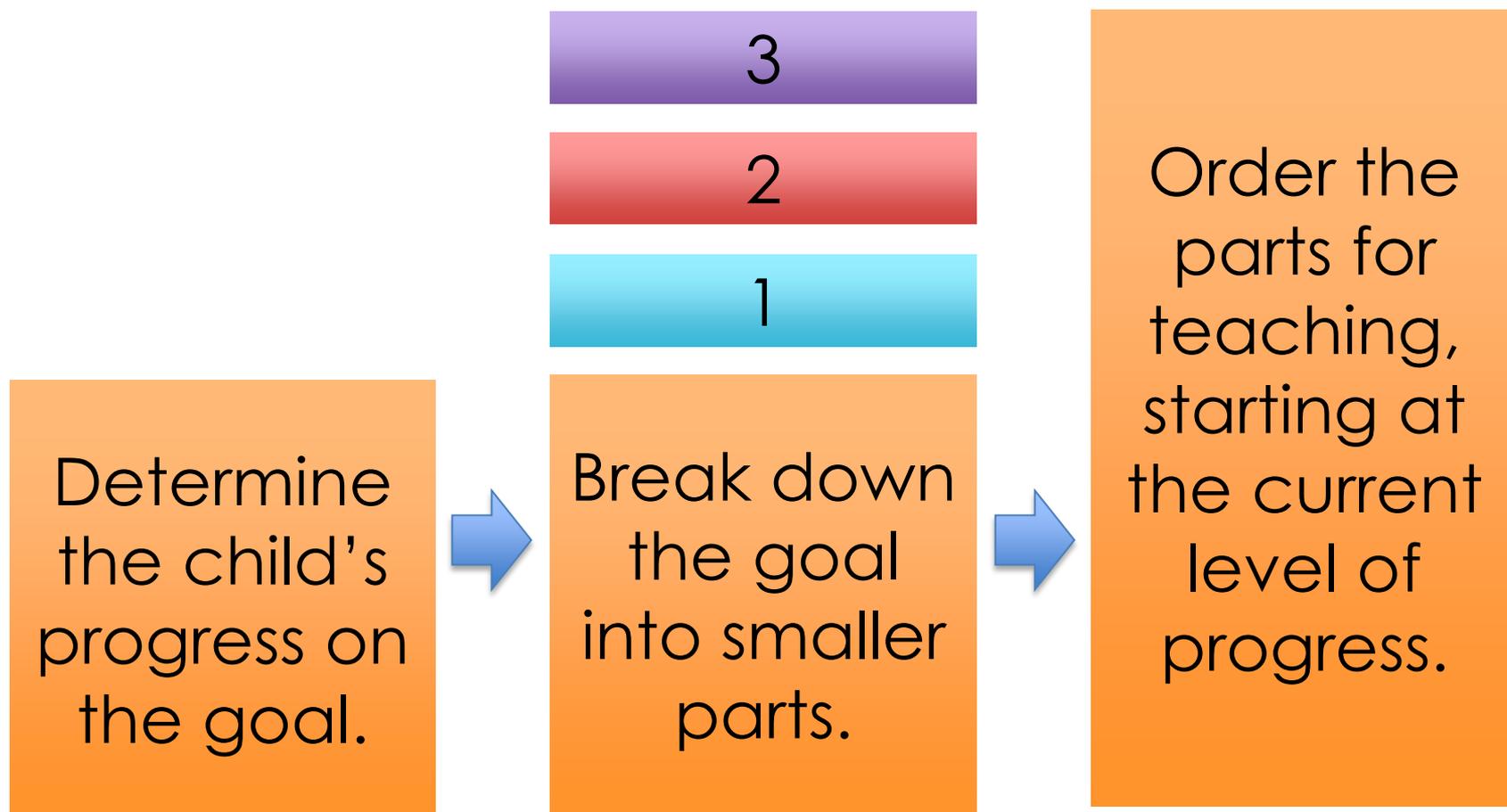
Break Down Goals



| | Mia | Addie | Carlos |
|----------------|--|--|--|
| Arrival | | | |
| Free Play | <ul style="list-style-type: none"> Talks about people or objects in view | <ul style="list-style-type: none"> Invites another child to play Identifies the problem in a conflict with another child | <ul style="list-style-type: none"> Writes using pictures, squiggles or letterlike forms |
| Circle | | Labels an emotion | |
| Outside | <ul style="list-style-type: none"> Responds when another child initiates an interaction | <ul style="list-style-type: none"> Invites another child to play Identifies the problem in a conflict with another child | <ul style="list-style-type: none"> Writes using pictures, squiggles or letterlike forms |
| Meal | | Labels an emotion | |
| Class Activity | <ul style="list-style-type: none"> Sorts a collection by color | | <ul style="list-style-type: none"> Writes using pictures, squiggles or letterlike forms |
| Departure | <ul style="list-style-type: none"> Responds when another child initiates an interaction | | |
| Transitions | <ul style="list-style-type: none"> Talks about people or objects in view | Labels an emotion | |

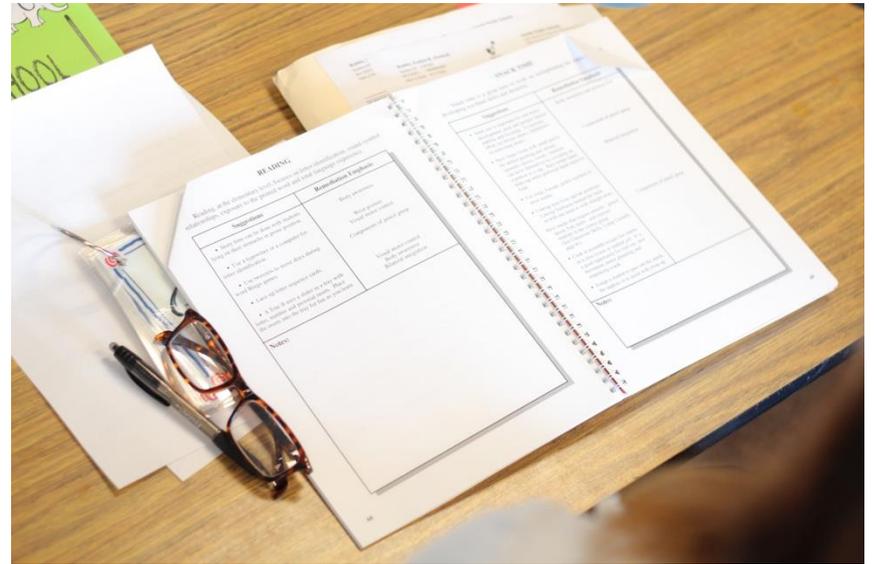
Use an Activity Matrix

STRATEGY #1: BREAK DOWN GOALS



WHAT AM I BREAKING DOWN?

- **Goals** set the broad direction for a child's learning.
- **Objectives** are goals broken down into smaller parts for everyday teaching.



GOALS AND OBJECTIVES



Goal: Cooperates with peers.

Objective: Engages in an activity with a peer for five minutes.



Goal: Engages in storytelling.

Objective: Retells two events from a story.

BREAK IT DOWN BY SMALLER AMOUNTS



Plays with one toy for at least 5 minutes

3

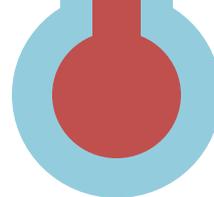
Plays with one toy for 3 minutes

2

Plays with one toy for 2 minutes

1

Plays with one toy for 1 minute



BREAK IT DOWN BY SMALLER AMOUNTS



Walks up and down stairs in a variety of school locations

4

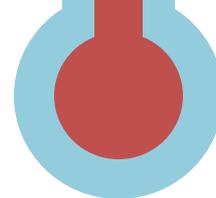
Uses stairs in classroom, playground, and bus

3

Uses stairs in classroom and playground

2

Uses stairs in the classroom



BREAK IT DOWN BY PROVIDING HELP



First, I'll help by putting my hand over his hand to help cut.

Next time, I'll remind him how to hold the scissors.

Finally, I'll wait to see if he can hold the scissors before I help.



ACTIVIY: BREAK IT DOWN STEP BY STEP



Washing Hands – get hand washing script/visual

TURN ON
WATER

TURN OFF
WATER

GET SOAP

GET PAPER
TOWEL

RUB SOAP INTO
HANDS

DRY HANDS

RINSE HANDS

PAPER TOWEL
INTO GARBAGE



A TAKE-HOME TOOL TO TRY

SELF-REFLECTION TOOL

This self-reflection tool is designed for supervisors to give to teachers for independent work; or for supervisors, Disabilities Coordinators, or other specialists to complete and/or discuss side-by-side with the teacher.

| Question | Answer |
|---|--------------|
| Are the goals for all of the children clearly defined? Do you know what each goal is asking you to teach? <i>(If answered "not sure," determine which goals are unclear.)</i> | Yes/Not sure |
| Can the goals be broken down into smaller, easier parts? <i>(If answered "yes," or "not sure," add these goals to your list of unclear goals.)</i> | Yes/Not sure |

Choose one of the goals from your list above and break it down.

Goal:
Next step:
Next step:
Next step:
Current skill level:

| | Answer |
|---|------------------------------|
| Is the new learning objective observable? Can you see or hear the skill? Is the new learning objective measurable? How would you document the behavior? <i>(If answered "not sure" to either or both questions, try breaking down the skill with a different method, or into further detail.)</i> | Yes/Not sure Yes/Not sure |
| What support from other teachers, supervisors, or specialists is needed to be able to implement teaching the new objective? | |

STRATEGY #2: ACTIVITY MATRIX

| | Mia | Addie | Carlos |
|-----------------------|--|--|--|
| Arrival | | | |
| Free Play | <ul style="list-style-type: none"> Talks about people or objects in view | <ul style="list-style-type: none"> Invites another child to play Identifies the problem in a conflict with another child | <ul style="list-style-type: none"> Writes using pictures, squiggles or letterlike forms |
| Circle | | Labels an emotion | |
| Outside | <ul style="list-style-type: none"> Responds when another child initiates an interaction | <ul style="list-style-type: none"> Invites another child to play Identifies the problem in a conflict with another child | <ul style="list-style-type: none"> Writes using pictures, squiggles or letterlike forms |
| Meal | | Labels an emotion | |
| Class Activity | <ul style="list-style-type: none"> Sorts a collection by color | | <ul style="list-style-type: none"> Writes using pictures, squiggles or letterlike forms |
| Departure | <ul style="list-style-type: none"> Responds when another child initiates an interaction | | |
| Transitions | <ul style="list-style-type: none"> Talks about people or objects in view | Labels an emotion | |

AN ACTIVITY MATRIX



1. Is an effective way to organize teaching and learning opportunities.
2. Maximizes learning time by planning for teaching to occur throughout all activities, routines, and transitions.
3. Helps all staff be aware of individual child learning objectives.
4. Matches the child's learning objective to the activity.
5. Can be implemented for any child, but is especially useful for those who need extra support.

CREATING AN ACTIVITY MATRIX

Step 1: List the activities and times of day in the left-hand column of the chart.

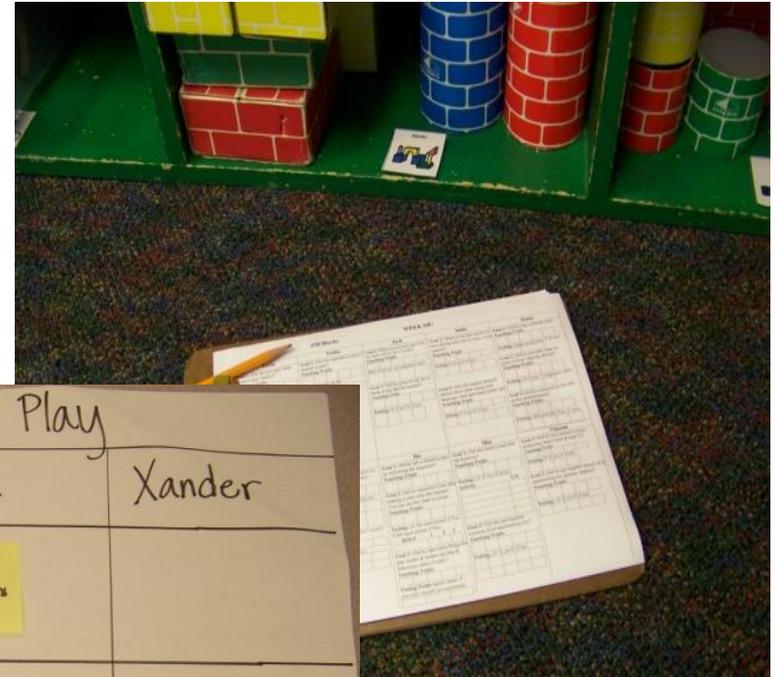
Step 2: List children in the top row.

| | Mia | Addie |
|----------------|--|---|
| Arrival | <ul style="list-style-type: none">Talks about people or objects in view | |
| Free Play | | |
| Circle | <ul style="list-style-type: none">Responds when another child initiates an interaction | |
| Outside | | <ul style="list-style-type: none">Invites another child to playIdentifies the problem in a conflict with another child |
| Meal | | |
| Class Activity | | |
| Departure | | |
| Transitions | <ul style="list-style-type: none">Talks about people or objects in view | <ul style="list-style-type: none">Labels an emotion |

MAKE IT YOUR OWN

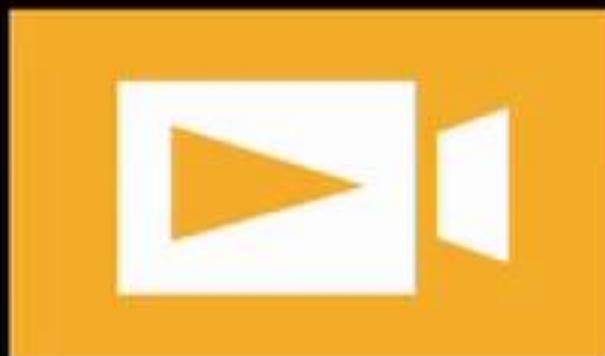
DRAMATIC PLAY

| Anna | Kiana | Xander |
|-------------------------------|------------------------------------|-----------------------------|
| Use 2 hands together | Accept and Use toy offered by peer | Join in ongoing play |
| Complete closed ended task x2 | | Initiate Request to peer x5 |
| | | |



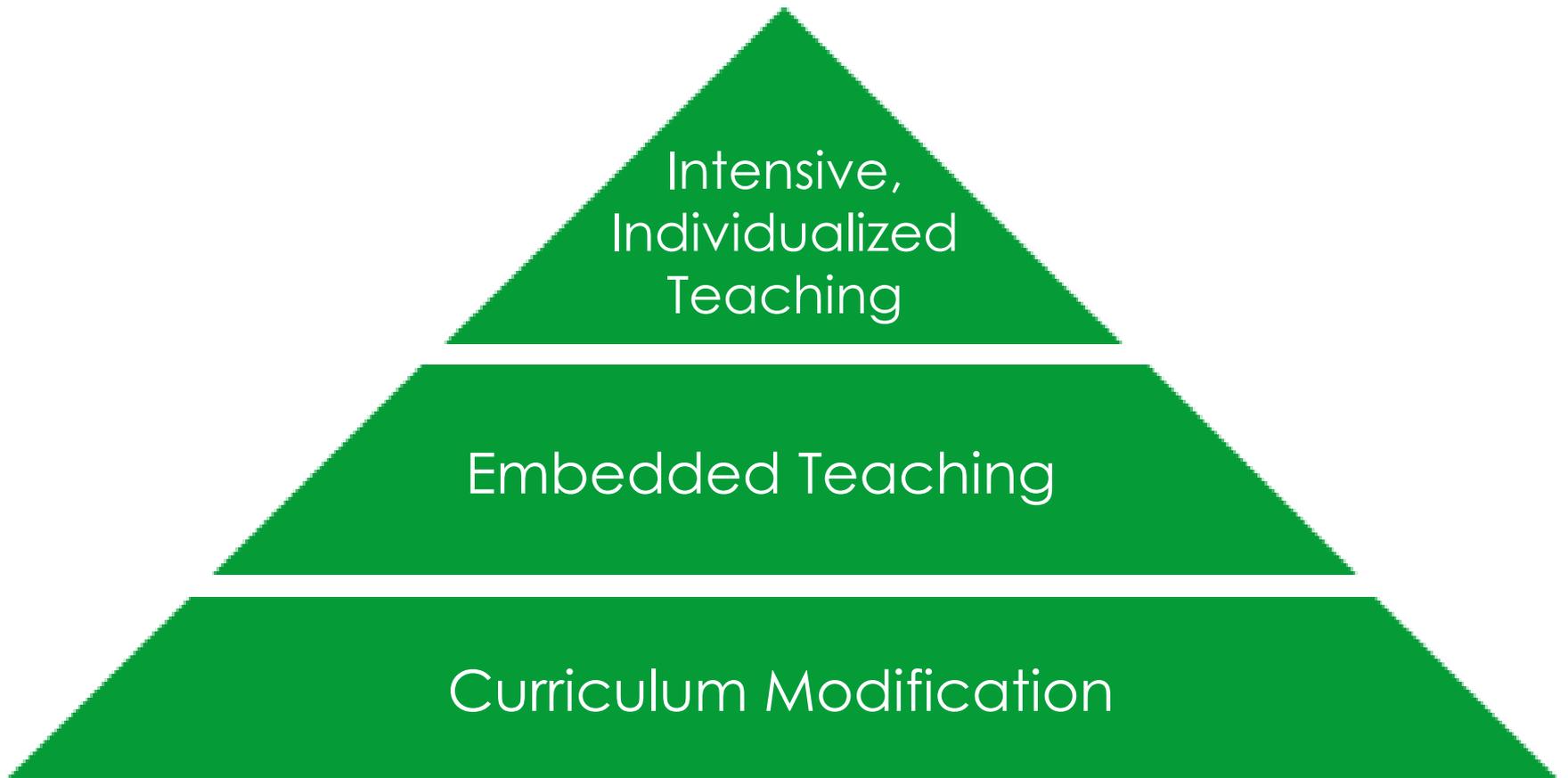
Outside Play

| | Anna | Kiana | Xander |
|------------|-------------------------------------|-----------------------------|------------------------------|
| Group Game | Jump up with 2 feet together x2 | Follow 1 Step Directions x1 | |
| Big Toy | | Follow 1 Step Directions x2 | |
| Toy Play | 2 word phrase with 1 descriptive x2 | | Catch and throw for 3 cycles |
| | | | |



VIDEO: Activity Matrix in Action

INTENSIVE INDIVIDUALIZED TEACHING



VIDEO: INDIVIDUALIZING



INTENSIVE INDIVIDUALIZED TEACHING

1. Be intentional about choosing activities and experiences planned
2. Modify interactions
3. Modify the environment
4. Modify routines
5. Include parents and families

ASSESSING, DOCUMENTING AND SHARING PROGRESS

How do you know the child is making progress toward goals?

- anecdotal notes
- checklist
- observations
- on-going assessments
- parent information

DOCUMENTING INDIVIDUALIZATION

- **If it isn't written down, it never happened!!**
- Develop a systematic approach to document individualization.
- Include:
 - the child's name
 - the goal (from the IEP and School Readiness)
 - the action planned in response
 - Follow-up – did the action you planned produce the desired result? Ongoing assessment will provide the answer

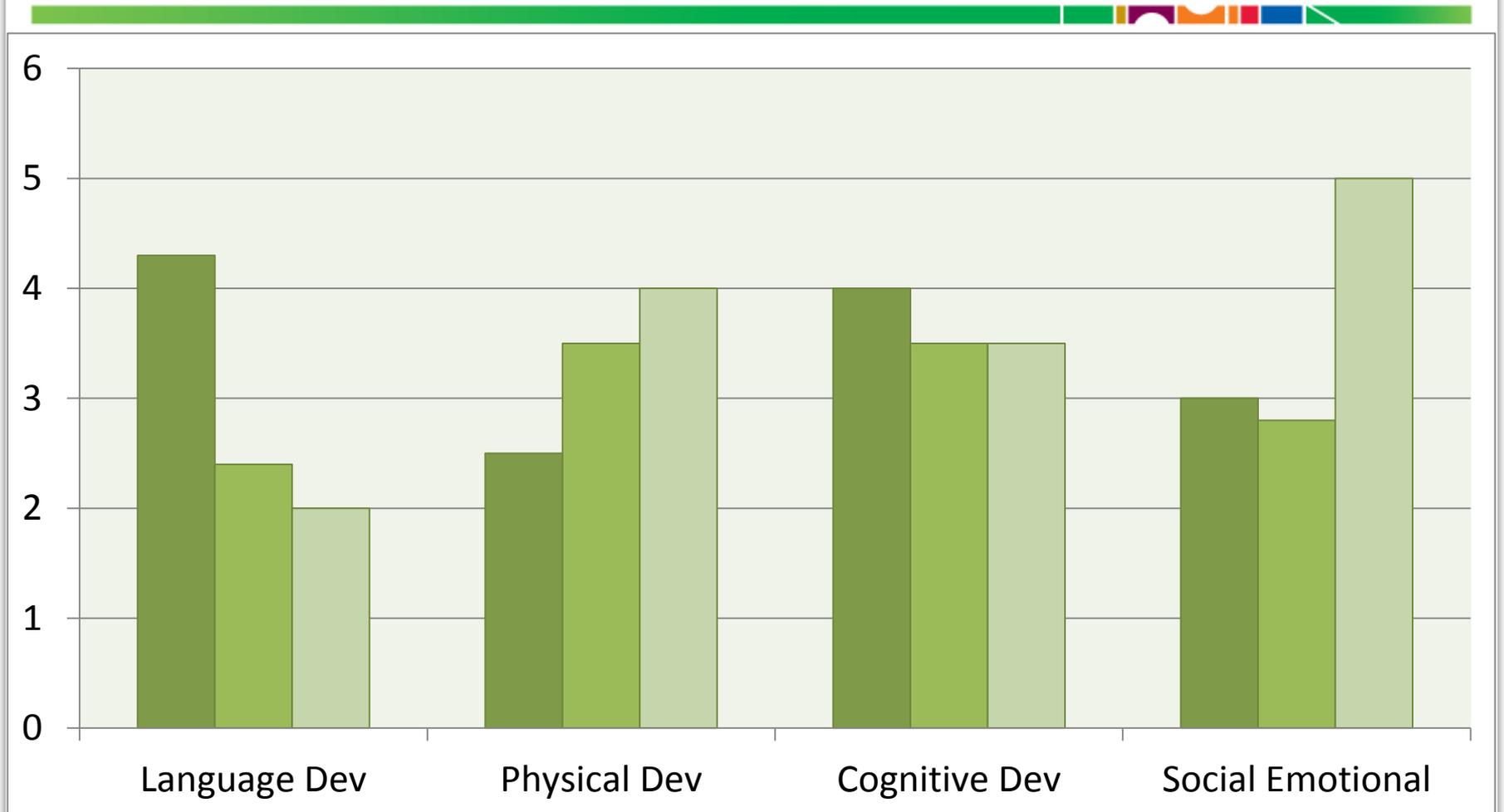
TRACKING PROGRESS TOWARDS GOALS

- **Be sure to include:**

- ✓ Observations
- ✓ Work samples (portfolios)
- ✓ Feedback from families
- ✓ Feedback from peers – team meetings
- ✓ Documentation from other service providers or specialists:

Part C, LEA, OT, PT, Speech Language Therapist

CHILD PROGRESS DATA



CHRISTOPHER'S STORY



What are you taking away from Christopher's story and our session today?

RESOURCES: NCQTL WEBSITE ON ECLKC

eclkc.ohs.acf.hhs.gov/hslc/hs



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RESOURCES: NCQTL IN-SERVICE SUITES

The screenshot displays the Head Start website interface. At the top, the "HEAD START" logo is accompanied by the text "An Office of the Administration for Children and Families". A navigation bar includes links for "Head Start", "School Readiness", "Policy & Regulation", "Monitoring & Reports", "Training & Technical Assistance", and "States". A search bar is located on the right side of the navigation bar.

Below the navigation bar, the "National Center on Quality Teaching and Learning" logo is visible. The main content area features a large banner for "THE HEAD START CHILD DEVELOPMENT AND EARLY LEARNING FRAMEWORK VIDEO". To the right of the banner is a circular diagram with various colored segments, likely representing the framework's components.

On the left side, there is a sidebar menu with categories such as "Cultural and Linguistic Responsiveness", "Early Head Start", "Health", "Parent, Family, and Community Engagement", "Program Management and Fiscal Operations", and "Quality Teaching and Learning". Under "Quality Teaching and Learning", there are sub-links for "National Center on Quality Teaching and Learning", "Disabilities", and "Early Childhood Development Head Start on Returning America".

At the bottom of the page, there is a "Was this page helpful?" section with "YES" and "NO" buttons. Below this, there are several resource tiles: "Framework for Effective Practice", "Front Porch Series Broadcast Cell", "15 Minute In-Service Suites" (highlighted with a red box), "Frequently Asked Questions", "HSCDELP", and "NCQTL Events".

The footer of the page indicates "Last Updated: May 13, 2014".

RESOURCES: NCQTL IN-SERVICE SUITES

An Office of the Administration for Children and Families

Head Start | School Readiness | Policy & Regulation | Monitoring & Reports | Training & Technical Assistance | States

Español

 National Center on
Quality Teaching and Learning

ECDE Home > Quality Teaching and Learning > National Center on Quality Teaching and Learning > Effective Practice > 15 Minute In-Service Suites > 15-Minute In-Service Suite Trainer Library Page

SHARE    

Effective Practice | Transition to Kindergarten

Teacher Development

15 Minute In-Service Suites

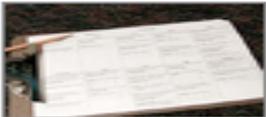
(Trainer Version)

These 15-minute inservice suites were designed as a resource for professional development in busy, active early childhood centers and programs. The inservice suites are organized around one topic or big idea and address effective teaching and assessment practices that map onto the NCQTL HOUSE framework.

A trainer version of each inservice is available for use by Early Childhood Education Specialists and other training and technical assistance providers. This version includes a PowerPoint presentation, learning activities and other training materials. A shorter version is available and consists of a video supplemented with handouts.

The inservice suites can be used in a variety of ways to meet the needs of varied audiences. Staff can view the shorter versions directly on the website. The trainer versions, listed below, can be used as part of a workshop presented alone, or combined with other inservices.

Engaging Interactions and Environments | **Highly Individualized Teaching and Learning** | **Ongoing Child Assessment**


**Activity Matrix:
Organizing Learning
Throughout the Day**


**Curriculum
Modifications**


Breaking Down Goals

For more information, contact us at: ncqtl@uw.edu or 207-731-0764.

• [Back to the Home Page](#)

Last Reviewed: January 2014
Last Updated: May 13, 2014

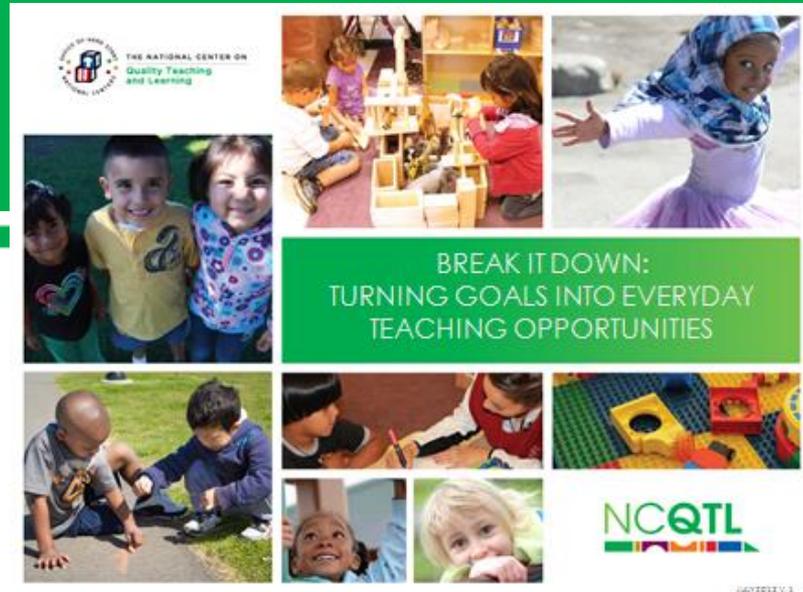
RESOURCES: NCQTL IN-SERVICE SUITES

Suites Available Now

Curriculum Modifications:
An Introduction

Embedded Teaching:
Breaking Down Goals

Embedded Teaching:
Activity Matrix- Organizing
Learning



Coming Soon

Curriculum Modification (8 suites)

Curriculum Modifications: Putting
it Into Action

Embedded Teaching and
Learning: The Teaching Loop

RESOURCES

DISABILITIES INFORMATION AND RESOURCES

eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities



U.S. Department of Health & Human Services



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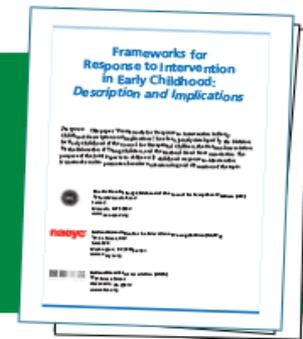
[Head Start on Picturing America](#)

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Frameworks for Response to Intervention in Early Childhood: Description and Implications

[Download this paper from NAEYC website](#)



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U.S. Department of Health & Human Services



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Frameworks
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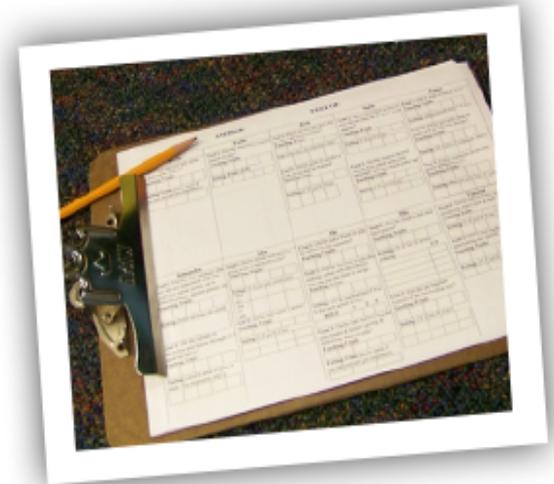
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Activity Matrix: Organizing Learning Throughout the Day

15-MINUTE IN-SERVICE SUITE



1 2 3

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EFFECTIVE TEACHING: DISABILITIES NEWSLETTER

- Produced monthly
- Distributed through ECLKC to registered subscribers

U.S. Department of Health & Human Services & Administration for Children & Families Like Us Follow Us

HEAD START DISABILITIES SERVICES NEWSLETTER

 NATIONAL CENTER ON
Quality Teaching and Learning



December 2013 / Issue #30

Read About It



Adapt and Enhance—for Young Children with Visual Impairments
Three-year-old twins Hector and Maria have just started preschool. They both have visual impairments and their parents are happy to have them in a local preschool with neighborhood children. Although their teacher Nancy has concerns about providing them with appropriate social and learning activities, she also has help. The children work directly with Nina, a teacher of students with visual impairments. Nina collaborates with Nancy and provides supports and services for the twins in their preschool setting.

Teachers who provide activities related to phonological awareness, print awareness, letter knowledge, and book appreciation, help ensure children's success in school. Often though, children with visual impairments lack the same access to these early literacy activities as their typically developing peers. In this article from *Young Exceptional Children*, see how teachers provide a wide range of supports: braille and tactile image producers, large print books, audiobooks, the use of real objects related to storybooks, and the habit of keeping items in the same location over time.

How did Nancy set up her classroom to support the twin's unique learning needs? The Division for Early Childhood (DEC) and Sage Publications have enabled free access to "Enhancing Emergent Literacy Skills in Inclusive Preschools for Young Children with Visual Impairments" through Friday, Jan. 31, 2014.

Take a Look

 **Individualizing in Action**
In the *Individualizing Videos* series from the Head Start Center for Inclusion (HSCI), two teachers discuss their targeted teaching plans for specific children. Watch as they turn their plans into action in

RESOURCES:

HEAD START CENTER FOR INCLUSION

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inclusion



Head Start center for inclusion

We are funded by the Office of Head Start

about us

for teachers and
classroom staff

for disabilities
coordinators

for supervisors and
coaches

for trainers

for family service
providers

for families

Our overarching goal is to increase the competence, confidence, and effectiveness of personnel in Head Start programs to include children with disabilities. Look here for training materials, tools for teachers and coordinators, as well as other resources.

Inservice
15-minute!



What's New!

Visual Supports: "How To" Directions

Click to see the latest addition to Visual Supports. Learn how to make and how to use the cornucopia of visual aids HSCI has available

Spanish Embedded Learning Opportunities

ELO module additions include Spanish-translated

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Resources:

- for teachers and classroom staff
- for disabilities coordinators
- for supervisors and coaches
- for family services providers
- for families



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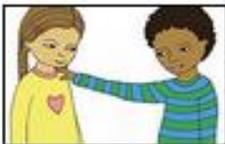
Facilitating Membership in Head Start Classrooms

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Video Clips: Ask a Friend to Play

- » [View clip 1: Ask a Friend to Play](#)
- » [View clip 2: Get a Friend's Attention](#)
- » [View clip 3: Gently Take by the Hand](#)
- » [View clip 4: Share a Toy](#)



Print & Go: Ask a Friend to Play

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- » [Download Print & Go PDF \(b&w\)](#)



Print & Go: Giving a Compliment

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Helpful Resources

- Listings of websites and books. (Acrobat PDF)
- » [Download PDF](#)



Print and Go: Membership

- "Asking a Friend to Play" offers four simple ways to help children learn how to initiate play with other kids. (Acrobat PDF)
- » [Download PDF](#)

15 Minute In-Service Videos

Exemplar Video Clips

Print & Go Resources

Even More Helpful Resources!

FAMILIES TOO!



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Families Too!

Engaging Families

Assuring the Family's Role on the Early Intervention
Team: Explaining Rights and Safeguards

Family Support Activities Contribute to the Health of
Families of Children with Disabilities

Principles for Providing Family-Centered Care

School Success for Your Children ^{ES}

The Grandparent's and Other Relative Caregiver's Guide
to Raising Children with Disabilities

The National Dissemination Center ^{ES}

Family Stories

Family Experiences: Ways to Lead Change Through
Telling Your Story

New Shoes to Celebrate

Parenting

About Face for Stormy Preschoolers

Accessing Parent Groups

Child Advocacy/Children's Issues in Child Development

Communicating with Your Child's School Through Letter
Writing

Fathers and Father-Figures: Their Important Role in
Children's Social and Emotional Development

National Toll-free Numbers & Websites

Parenting a Child with Special Needs

Parent to Parent Support

Parent Training and Information Centers

Sense and Sensitivity: Research indicates best ways to
boost parental sensitivity to child behavior

SPECIAL QUEST ONLINE

[HTTP://NCOE.POINTINSPACE.COM/TRAININGMATERIALS/](http://NCOE.POINTINSPACE.COM/TRAININGMATERIALS/)

SpecialQuest

Multimedia Training Library

The SpecialQuest Multimedia Training Library supports the **inclusion of young children with disabilities birth–five and their families**, in early care and education settings. The SpecialQuest materials and approach have been used with over 5,000 participants nationwide, refined over a period of ten years, and have been shown to create and sustain change. Materials on this website are provided at no cost with funding from the Office of Head Start.

[Approach](#) | [Benefits](#) | [Support](#) | [FAQs](#) | [Permission](#) | [Help](#)

Select an Option

Search the training library by video titles, volume, keyword, or choose to search our frequently updated supplements page. The **Facilitator's Guide** is available on all search result pages (**PDF** or **HTML**). All volumes as well as the **Preschool Series** are available for downloading.



Search Volumes

Locate training materials by volume and session.



Search Sessions

Search for session materials by keyword.

Using the SpecialQuest Approach



The SpecialQuest approach to professional development on inclusion for young children with disabilities and their families is as important as the training materials themselves.

[View The Approach](#)

Learn More About the Preschool Inclusion Series



These videos and training sessions support high quality inclusion of preschoolers (ages 3–5) in early care and education settings.

- Videos (including Christopher's Story)
- Inclusion information and resources for Infants and Toddlers
- Inclusion information and resources for Preschoolers

SOURCES

- Head Start Performance Standards HS Training Guide: Individualizing for Children's Success
- HS Training Guide: Enhancing Children's Growth & Development
- HS Training Guide: Translating the IEP into Everyday Practice
- HS Leader's Guide to HSCDELF
- Building the Legacy: IDEA 2004/idea.ed.gov
- NCQTL
- Isbell, C. and Isbell, R. (2005). The Inclusive Learning Center Book for Preschool Children with Special Needs
- Special Quest Online www.specialquestonline.org
- Moore, K. and Snyder, P. (2010). Embedded Learning Opportunities
Head Start Center for Inclusion Module: headstartinclusion.org

THANK YOU!

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