What Rocks Your Boat?

Favorite Strategies for Engaging and Teaching Young Children with Disabilities
Session Objectives

- To share stories and perspectives
- To address persistent needs and strategies for providing quality services in inclusive classrooms
- To share favorite practical ideas and resources for working in the inclusive early childhood classroom
- To provide participants the opportunity to acknowledge and discuss challenges
Introductions
Who Are You in the Lives of Children?
Our Story: A Tale of Two Sisters Act
Dovetailed Professional Perspectives
Are we there yet?
How Much Farther Do We Have To Go?
Will We Get There?
“Between saying and doing is the sea.”

(Italian Proverb)

Used by Cammy Lehr, Ph.D. EBP & Implementation. Presentation on theme: "Improving Outcomes for All Students: Bringing Evidence-Based Practices to Scale"
Caution!
Perspectives on Strategies and Resources

- Play
- Engagement
- Child Preference
- Classroom Environment
- Instructional Practices
TOYS!
Play is the Way
Perspectives on Engagement
Engagement in Early Childhood Practice

- DAP
- State Core Competencies
- Environment Rating Scales
- State Standards
DAP Position Statement

- challenging and achievable
- not making things easier for children
- challenging enough to promote their progress and interest

NAEYC Position Statement
Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8 Adopted 2009
Content Area 4: Special Needs, Disabilities, and Inclusive Practices

D. Provide individualized accommodations and supports to facilitate all children's full participation in play and learning activities.

E. Promote belonging, participation, and engagement of children with and without disabilities in inclusive settings in a variety of intentional ways.
Engaged Play

Involves contextually appropriate:

- active participation
- intense involvement
- intense concentration
- fascination with people or materials
- absorption
- persistence
Engagement Defined
Engagement Defined
Engagement Defined

For our purposes:

- Amount of Time
- Percentage of time spent
- Level
- Quality of how time is spent

Engagement: Children with Disabilities

Children with disabilities have been found to:

- spend less time interactively engaged with adults, intentionally engaged with peers, and in mastery-level engagement with materials than did children without disabilities
- spend more time passively non-engaged
- show differences in engagement from children without disabilities even when controlling for developmental age
Engagement: Children with Disabilities

The evidence indicates there is something about the nature of disability that affects child engagement.
Engagement: Children with Disabilities

“So, the implication for practice is that a deliberate effort should be made to address engagement when working with children with disabilities.”

(McWilliam,)
TOYS!
Levels of Engagement

- Casual attention
- Undifferentiated
- Focused attention
- Differentiated
- Constructive
- Encoded
- Symbolic
- Persistence

(McWilliam, 2008)
Planning for Engagement
Planning for Engagement

- Use a tool or instrument to help you.
- Use engagement to assess and teach.
- Use child preference, classroom environment and instructional practices to enhance engagement.
Perspectives on Child Preference
Child Preference

“Choice is a central principle in the delivery of ethical behavioral services. . . . The point is . . . a client must have alternatives, must be able to perform each alternative, and must be able to experience the natural consequence of the chosen alternative.”

-Martinez-Diaz, Freeman, Nomand, & Heron (2007)
(from Ruth M. DeBar, Ph.D., BCBA-D)
Child Preference

- All Children Learn in More than One Way
  - Multi Sensory
  - Degree of Structure
  - Degree of Social Engagement
  - Motivation
Child Preference—The Child’s Story

How do we learn the Child’s Story?

• Intake
• Relationship with Parents
• Observation
• Assessment
Child Preference Study

Researcher: Debbie Reinhartsen

Background: Recommended practice and previous Studies

Subjects: 2 year old children with severe autism

Setting: Inclusive study classroom

Method: Systematized toy choice for children controlled for teacher behavior and novelty effects

Results: Increases in engagement and decreases in problem behavior
Figure 3. For Ben, the percentage of intervals engaged with toys in teacher-select and child-choice conditions.
Preference Assessment – Essential Components

- Observation
- Family and Teacher Report
- Toy and Activity Collection
- Data Collection Format
Preference Assessment

● Tool
Vanderbilt’s Evidence-based Instructional Practices for Young Children with Autism and Other Disabilities.

● Power Point
Preference Assessments: Why They are Important & How to do Them
TOYS!
Preference Assessment
Child Preference
Child Preference
Child Preference
Perspectives on Child Preference
Perspectives on Environment
Well designed classroom environments are critical to determining child preference and skill.
Staging Environments for Learning

- Capitalize on materials to embed learning in the environment.
- Be innovative!
- Break the space into well defined centers that lend themselves to their intended use and help children understand the type of play that is intended (but don’t let that box you in!)
Universal Design for Learning

Value, from the beginning, the importance of planning learning environments and activities for a diverse population—creating variety in access and process/use of materials
Creating Varied Learning Opportunities

- environmental design
- range of teaching strategies
- multiple ways to demonstrate knowledge and skills
Differentiation in the Physical Environment

- determining the logistics of the learning environment
- choice of explorations and materials
- planned instructional strategies
Why is it important?

All of the materials needed to support every child’s growth and development, are on hand and staff know how to use them in a variety of ways to serve children with varying skills in a manner that will advance abilities.

Centers vs. Content

- Centers are places

- Content lends to curriculum and learning opportunities

- All centers should have multiple content opportunities
Blocks
Blocks
Dramatic Play
Dramatic Play
Child-Ready Checklist
Child Ready Checklist

Features:

- Designed for early childhood professionals
- Designed for early childhood classroom centers and daily routines
- Designed to be easy to use with a Checklist and an Implementation Plan
- Designed to be individualized
Inclusion Classroom Profile

Looks at twelve items, including:

- Adaptation of space and materials
- Adult guidance of children’s play
- Adaptation of Group Activities
Perspectives on Instructional Practices
Instructional Practices

- Child Success
- Teaching Strategies Focus
- Planning
Child Success

Designing and maintaining teaching to achieve a 90% child success rate is considered optimum.
Teaching Strategies Focus

- Adult Initiated
- Child Initiated
- Hybrid

Resource

Including Children with Special Needs in Early Childhood Program by Mark Wolery and Jan Wilbers, published by NAEYC.
<table>
<thead>
<tr>
<th>Daily Schedule of Activities</th>
<th>Goals</th>
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<tbody>
<tr>
<td><strong>Planning:</strong></td>
<td></td>
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<tr>
<td>Goal/Activity Matrix</td>
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<tr>
<td><strong>Arrival/Transitions</strong></td>
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<tr>
<td>Encourage OR to wave goodbye when caregiver drops him off using hand-over-hand technique. Also, encourage OR to greet his caregiver at the end of the day by saying, “Look who’s here!” and helping OR to establish eye contact by pointing.</td>
<td>OR will see actions and sounds in context. Games and activities are enjoyable across all daily routines.</td>
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<tr>
<td>Free Play</td>
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<tr>
<td>Using a bell and a book, ask OR which toy he would like to play with (allowing him to play with the toys one at a time). Wait for OR to vocalize or gesture to indicate what he would like to do. Respond to any communication attempt (e.g., reaching or vocalizing) by saying “OH! You want the bell!” and give him the toy.</td>
<td>Play a chase/seek game with OR. Wait for OR to look at you and make eye contact before chasing him. If OR does not look at you, call “OH!” and when he looks, chase him.</td>
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<tr>
<td>Playroom Activities</td>
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<tr>
<td>Let OR play with the push toy. Then take the toy from OR saying “My turn!” and push the toy back and forth a few times. When OR reaches for the toy, say “OH!” and gesture by pulling his hand on the cloth, while saying “mine, mine”. Then give OR the toy.</td>
<td>Let OR jump on the trampoline. Then, take him off the trampoline and ask him to see “over” while helping him to turn the sign for the menu with his hands. Wait for OR to gesture or vocalize that he would like more and then place him back on the trampoline while saying, “Oh, you want more?”</td>
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<tr>
<td>Outside</td>
<td></td>
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<tr>
<td>Carry OR to different areas on the playground (e.g., the house, the bikes, the music tent and the jungle gym). At each place, say “OH!” and gesture to indicate what OR would like to do. React to any communication attempt (e.g., reaching, vocalizing, or squirming) by saying “OH! You want to play at the music tent!” and allow OR to get down and play.</td>
<td>When OR is playing at the music tent, take the drum stick from OR and encourage OR to ask for it by saying, “Do you want the drum stick?” React to any vocalization or gesture from OR by saying, “Oh, you want the drum stick!” and giving it back to him.</td>
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<tr>
<td>Activity Time</td>
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<tr>
<td>When handing out materials for an item, wait for OR to gesture or vocalize for an item. Respond to any communication attempt (e.g., looking at you, reaching, or vocalizing) by saying “Here’s your xylophone!” and giving it to him.</td>
<td>Blow bubbles with OR. Wait for OR to vocalize or look at you before blowing them bubbles.</td>
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<tr>
<td>Circle Time</td>
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<td>Share OR two music each time (one at a time). Say, “OH! do you want the silly song or the spooky song?” When OR reaches for a card, say, “OH! You want the silly song!” and sing that song with OR.</td>
<td>Using hand-over-hand techniques, help OR to clap in time with the music. At the end of each song, use hand-over-hand techniques to help OR sign “more” until everyone’s songs have been sung.</td>
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<tr>
<td>Meals</td>
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<tr>
<td>When OR is nearly finished his cereal, make the cereal with more cereal in front of him to get his attention. Ask OR if he wants more and use hand-over-hand techniques to help OR to point to the cereal. Then say, “OH! wants more!” and give OR more cereal.</td>
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<tr>
<td>Time</td>
<td>Activity</td>
<td>Sabrina</td>
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<tr>
<td>9:00</td>
<td>Arrival; Free Play</td>
<td>X</td>
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<tr>
<td>9:20</td>
<td>Opening Circle</td>
<td>X</td>
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<tr>
<td>9:30</td>
<td>Planned Activity</td>
<td>X</td>
</tr>
<tr>
<td>10:10</td>
<td>Outside Play</td>
<td>X</td>
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<tr>
<td>10:30</td>
<td>Clean-up</td>
<td>X</td>
</tr>
<tr>
<td>10:45</td>
<td>Snack</td>
<td>X</td>
</tr>
<tr>
<td>11:00</td>
<td>Storytime—Book Center</td>
<td>X</td>
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<tr>
<td>11:25</td>
<td>Centers</td>
<td>X</td>
</tr>
<tr>
<td>11:50</td>
<td>Closing Circle</td>
<td>X</td>
</tr>
<tr>
<td>12:00</td>
<td>Departure</td>
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<tr>
<td>Planning the Day</td>
<td>Activities</td>
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<td>MH</td>
<td>Cut out—Can you cut out butterfly wings when your name is called?</td>
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<td></td>
<td>Calendar—Butterflies with numbers on a flower.</td>
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<td></td>
<td>Weather—How does today’s weather make you feel? Make plans with children and talk about choices in center.</td>
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<tr>
<td>Breakfast</td>
<td>Pretend you are a butterfly eating at your breakfast place. Where does milk come from? Why is milk important to drink? What fruit is milk?</td>
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<thead>
<tr>
<th>Group Time</th>
<th>Activities</th>
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<tbody>
<tr>
<td></td>
<td>Hypothesis—Explore the differences between real butterflies and the differences in their life cycle. The weather affects butterflies and their behavior. Discuss how the weather affects butterfly life. Today we will watch butterflies from Japan, Korea, and Brazil live. The teacher will introduce the children to the story of butterflies from different countries, while also highlighting the unique features of their life cycles.</td>
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<tr>
<th>Activity Areas</th>
<th>Activities</th>
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<tbody>
<tr>
<td></td>
<td>Cognitive: Butterfly name matching game.</td>
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<td></td>
<td>Fine Motor: Butterfly game.</td>
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<td></td>
<td>Motor Skills: Butterfly movement.</td>
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<td></td>
<td>Language: Butterfly stories.</td>
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<td></td>
<td>Science: Butterfly life cycle.</td>
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<td></td>
<td>Social: Butterfly friendship.</td>
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<tr>
<th>Clean up</th>
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<tr>
<td></td>
<td>Science/Discovery: Paint butterfly gardens (with a variety of colors).</td>
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<td>Creative Movement: Caterpillars to butterflies.</td>
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<th>Prepare for Lunch</th>
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Conclusion
It’s Okay!

It’s okay to say...

“NO! I don’t know how to do this.”

It is not something I am already doing nor do I currently possess the knowledge to do it well.

I am willing and able to learn how to do it - but for that to happen I will need help and support.
Small groups
  • Share challenges
  • Share strategies
Resources
Resources

National Association for the Education of Young Children (NAEYC)

Division for Early Childhood (DEC) of the Council for Exceptional Children

Head Start Center for Inclusion

Head Start ECKLC

Frank Porter Graham Child Development Institute

Natural Resources Listserv

Connect Modules
References


Engagement with Toys in Two-Year-Old Children with Autism: Teacher Selection versus Child Choice Debra B. Reinhartsen

Engagement with Toys in Two-Year-Old Children with Autism: Teacher Selection versus Child Choice Debra B. Reinhartsen Ann N. Garfinkle


Dimensions of Early Childhood, Childhood, Vol 41, No 1, 2013

“Integrating Principles of Universal Design Into the Early Childhood Curriculum” Laurie A. Dinnebeil, Mary Boat, Youlmi Bae


Developmentally Appropriate Practice

A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)


[http://www.engagingalllearners.ca/el/early-learning-broad-based-strategies/](http://www.engagingalllearners.ca/el/early-learning-broad-based-strategies/) (use video #4 Slide in Beside or some other one that fits.)


Engagement with Toys in Two-Year-Old Children with Autism: Teacher Selection versus Child Choice Debra B. Reinhartsen

Engagement with Toys in Two-Year-Old Children with Autism: Teacher Selection versus Child Choice Debra B. Reinhartsen Ann N. Garfinkle