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# *Including All Children*

*supporting preschool-aged children with disabilities*



Name: \_\_\_\_\_

Site: \_\_\_\_\_

Trainer: \_\_\_\_\_

Date of Completion: \_\_\_\_\_

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# SAFETY — EXPECTING THE UNEXPECTED

This Skill-Building Journal accompanies the Preschool *Including All Children/Safety—Expecting the Unexpected* Module. You should read the Module before starting any activities.

## In this Preschool Skill-Building Journal...

- ❑ You continue to BUILD your knowledge base about the safety needs of preschool children with disabilities
- ❑ You COMPLETE activities to help you effectively put your knowledge into practice
- ❑ You have lots of opportunities to SHARE your thoughts with your colleagues and your Trainer



# LEARNING ACTIVITY

## Implementing New Ideas

### Directions

- REVIEW with your Trainer your yellow highlights of the skills you wanted to improve or the topics you wanted more information about when you did the Pre-Competency Assessments on pages 1, 7, and 13.
- From each Pre-Competency Assessment area (pages 1, 7, and 13) CHOOSE one of the strategies listed in the assessment form and WRITE it in the first column of the table below. PICK one new idea that will help you carry out that strategy and WRITE it in Column 2. Then COMPLETE the other columns.
- HERE'S AN EXAMPLE to get you started.

Pre-Competency Assessment Area	New Idea	Connection to the Curriculum	Applied to Which Child	Questions I Still Have
<p><b>B</b> Strategies for talking about safety to children with disabilities</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide children with opportunities to establish a clear understanding of cause and effect relationships.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use “if-then” cards to help children understand the relationship between cause and effect.</li> <li><input type="checkbox"/> Use social stories to help children make the connection between how they behave and what happens to them on the playground.</li> <li><input type="checkbox"/> Use storybooks and visuals to help children learn about boundaries – what theirs are and how to respect other people’s.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> This fits with Chapter IV, “Meeting the Needs of Individual Children” in <i>The Creative Curriculum for Preschool Children</i>, the curriculum that we use at our center.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Amanda</li> <li><input type="checkbox"/> Kelvin</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How long do I need to use something like “if-then” cards before the child should be able to see a relationship without extra support?</li> </ul>

Now it's your turn:

<b>Pre-Competency Assessment Area</b>	<b>New Idea</b>	<b>Connection to the Curriculum</b>	<b>Applied to Which Child</b>	<b>Questions I Still Have</b>
<p><b>A</b></p> <p>Strategies for maintaining a safe environment for children with disabilities</p>				
<p><b>B</b></p> <p>Strategies for talking about safety to children with disabilities</p>				

*Continued*

