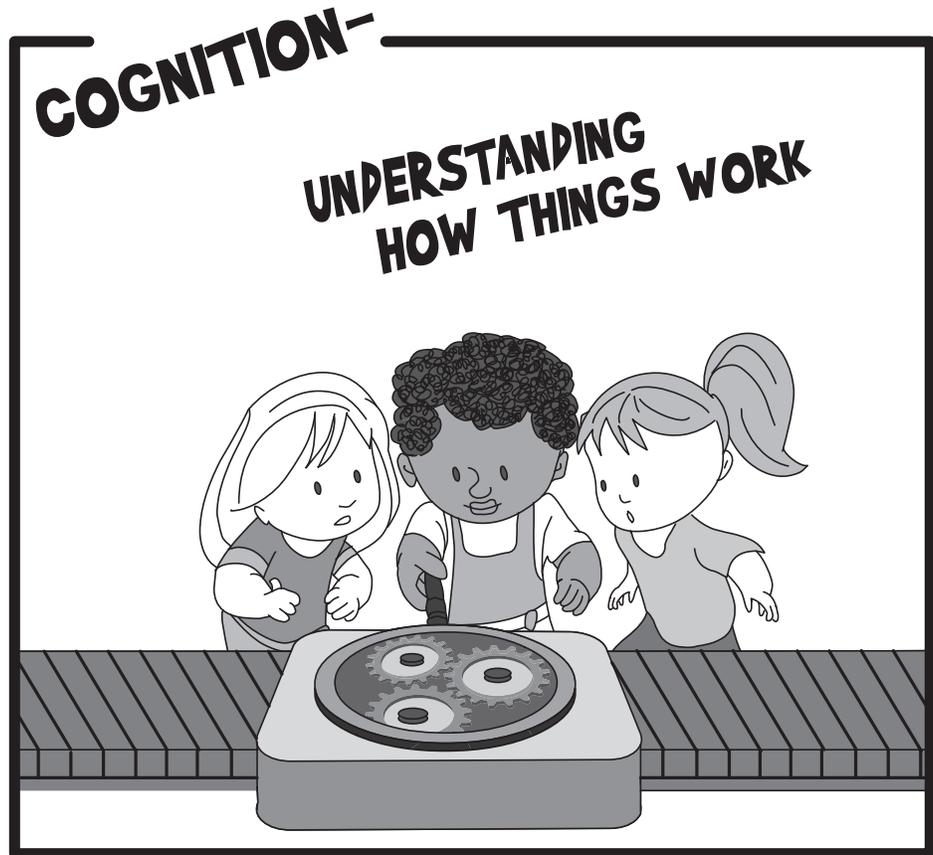

Including All Children

supporting preschool-aged children with disabilities



Name: _____

Site: _____

Trainer: _____

Date of Completion: _____

TABLE OF CONTENTS

How to Help Children With Disabilities Learn Concepts

Pre-Competency Assessment A	1
Overview Story	2
Learning Activity	4

How to Help Children With Disabilities Learn to Solve Problems

Pre-Competency Assessment B	7
Overview Story	8
Learning Activity	10

How To Use Projects To Help Children Acquire “Mental Models” of How Things Work

Pre-Competency Assessment C	13
Overview Story	14
Learning Activity	16

Summarizing Progress

Learning Activity: Using What You Know.....	20
Learning Activity: Your Own Experiences.....	22
Learning Activity: Implementing New Ideas.....	24

COGNITION — UNDERSTANDING HOW THINGS WORK

This Skill-Building Journal accompanies the *Preschool Including All Children/Cognition — Understanding How Things Work* Module. You should read the Module before starting any activities.

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

- ❑ You continue to BUILD your knowledge base about using early childhood classroom environments to develop the cognitive potential 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 ACTIVITIES

Helping Children With Disabilities Learn Concepts

It's important to teach children with disabilities core concepts like cause and effect and categorization. Use the activity below to test your understanding of strategies to do this.

Directions

- READ the stories below.
- CIRCLE the core concept targeted in each story. Then WRITE a strategy that could be used to support learning the core concept.
- You may REFER to the *Cognition — Understanding How Things Work* Module to help you complete this activity.

1. Mya is 5 years old, but her disability prevents her from telling her teacher what she wants for snack. Her teacher is not even sure if Mya can make choices. What core concept does Mya need help with?

- (a) cause and effect
- (b) predictable routines
- (c) sequence

What strategy could Mya's teacher use to address this?

2. Peter, who has Down syndrome, is four years old. His teacher is frustrated with him because he keeps making the same mistakes over and over again — such as grabbing children's toys and then crying when they won't play with him. What core concept does Peter need help with?

- (a) similarities and differences, categorizing
- (b) rules and routines
- (c) cause and effect

What strategy could Peter's teacher use to address this?
