
Including All Children

supporting preschool-aged children with disabilities



Name: _____

Site: _____

Trainer: _____

Date of Completion: _____

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Summarizing Progress

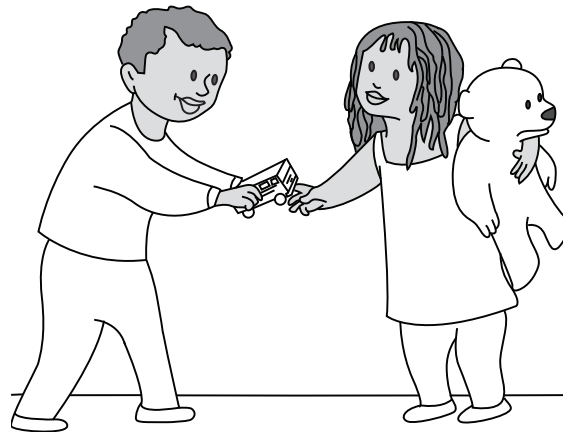
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SOCIAL — FINDING WAYS TO GET ALONG

This Skill-Building Journal accompanies the Preschool *Including All Children/Social — Finding Ways to Get Along* 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 social competence 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

Knowing the Rules

By the time children are in preschool they are expected, with gentle reminders, to behave appropriately.

Sometimes teachers assume that all children know what the rules of behavior are. They expect that during the course of the year children will get better and better at following them.

Both of these assumptions can create problems for some children with disabilities. They may not understand what you want them to do. Or how it differs from what they are already doing. You might need to keep reminding them much longer than you do their typical peers. You can use an accommodation, such as a t-chart, to help the child having difficulty, while at the same time reinforcing the correct behavior for all children in the room.

Directions

- SELECT three behaviors that you expect children to demonstrate.
- CREATE three picture t-charts illustrating the correct behaviors and the incorrect behaviors.
- You may REFER back to the *Social — Where Do Children Learn Behavior* Module to complete this activity.

Here's an example to get you started:

Behavior: cooperating at play
Cooperation Looks Like This:



Not like this:



t-chart # 1

Behavior: _____

Looks like this:

Not this:

t- chart # 2

Behavior: _____

Looks like this:

Not this:

t- chart # 3

Behavior: _____

Looks like this:

Not this:

Share your responses with a colleague and get her/his feedback.



I shared my responses to this activity with _____ on _____.
colleague date