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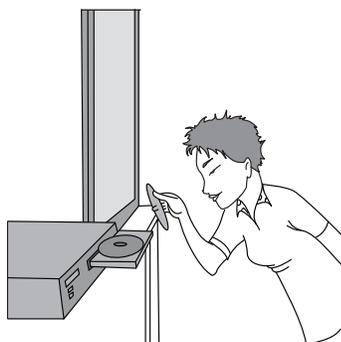
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PRESCHOOL TRAINING

Training Early Childhood Teachers and Family Child Care Home Providers

PRESCHOOL TRAINING MATERIALS

The Including All Children Preschool training materials provide comprehensive learning and competency training for child development center staff as well as for Family Child Care Home providers.

MATERIALS IN THE PRESCHOOL TRAINING PACKAGE INCLUDE:

10 content Modules and Accompanying Skill-Building Journals:

- *Safety — Expecting the Unexpected*
- *Health — Promoting Wellness*
- *Environments — Exploring the World Around Us*
- *Physical — Integrating Therapy Goals Into Everyday Routines*
- *Cognition — Understanding How Things Work*
- *Communication — Discovering the Magic of Words*
- *Social — Learning to Get Along*
- *Guidance — Giving Positive Behavior Support*
- *Families — Joining Together in New Ways*
- *Resiliency — Teaming Up to Move Along*
- DVD: *Including All Children: Preschool Environments That Say “Yes!”*
- Trainer’s Guide, which presents ideas on using the ten Modules and Skill-Building Journals for either workshop or self-paced instruction
- Flow chart for determining workshop or self-paced format
- Pre- and Post-Training Knowledge Assessments for each of the ten Modules
- Participant Skill-Building Journal Task Charts
- Pre- and Post-Competency Assessments for each of the ten Modules

- Trainer Skill-Building Journal Task Charts
- Trainer Competency Assessment/Observation Form
- Trainer/Participant Completion Checklist

THE MODULES

The training Modules and the accompanying Skill-Building Journals, were funded by the U.S. Department of the Army (contract # NAFBA1-04-D-0045).

The topics covered in each Module are introduced through the experiences of six preschool teachers: Ms. Alvarez, Ms. Creegan, Mr. Fils, Ms. Hassan, Ms. Khang, and Ms. Walker. They share their stories about inclusive early childhood programs. The first section of each Module scaffolds new information about children with disabilities onto ‘what you already know’ about the topic under discussion. The theme of each Module is that children are more alike than different; and that, because of this, early childhood teachers already know a lot about caring for children with disabilities. The Modules are written at the sixth grade reading level; each is approximately 40 pages long.

Each Module should be read by the participants prior to any training on the Module topic.

The Modules extend Child Development Associate (CDA) training in the following content areas:

Module 1: Safety — Expecting the Unexpected

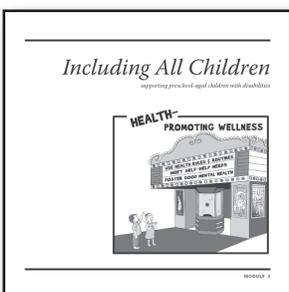
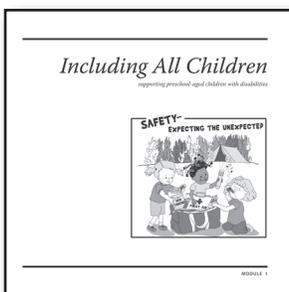
The *Safety* Module describes how to make early childhood environments safe for children with disabilities. Readers learn that this sometimes involves changing safety rules to address new concerns. Or adjusting emergency procedures to meet the needs of individual children. Some children may use special equipment or need additional support during an evacuation.

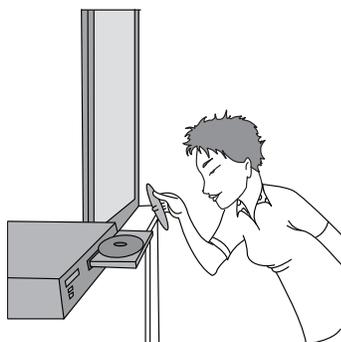
The Module stresses the importance of safety rules, since rules help protect children with disabilities as they explore their surroundings. Teachers learn how disabilities interfere with learning to follow rules. Strategies are presented to address these problems and help children avoid risky behaviors.

Module 2: Health — Promoting Wellness

The *Health* Module reinforces many of the health rules and routines early childhood teachers follow everyday. Careful implementation of Universal Health Care Precaution rules ensures clean and germ free environments. This facilitates the participation of children with disabilities, who may be more vulnerable to infection.

Helping children stay healthy involves teaching them to care for their personal hygiene needs. Children with disabilities may require more support to acquire toileting and self care skills. The Module provides ideas for helping children become as independent as possible. Strategies promoting physical and mental well being are provided throughout the text.





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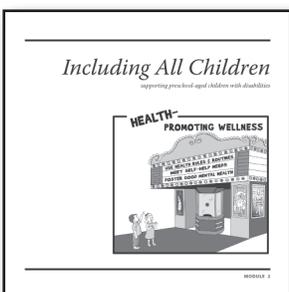
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Helping children stay healthy involves teaching them to care for their personal hygiene needs. Children with disabilities may require more support to acquire toileting and self care skills. The Module provides ideas for helping children become as independent as possible. Strategies promoting physical and mental well being are provided throughout the text.



Form: Flow Chart

- Conduct Orientation to Disability workshop.
- Conduct Orientation to Process.
- Complete a flow-chart to determine the Trainer steps to complete each training topic.

Topic: _____

START

→ Will you be doing a WORKSHOP?

If "YES" → go to **A**

→ Will you be arranging for SELF-PACED ACTIVITIES?

If "YES" → go to **B**



A

1. Read _____ module.
2. Read *Trainer's Guide* Chapter on _____ (topic).
3. Arrange for participant sign up and workshop date/time.
4. Administer Pre-Training Knowledge Assessment; share results with each participant; adjust workshop presentation based on Pre-Training Knowledge Assessment.
5. Arrange for participants to read (topic) _____ module PRIOR to workshop (not before taking the Pre-Training Knowledge Assessment).
6. Prep for workshop presentation.
7. Present workshop. → Go to **C**

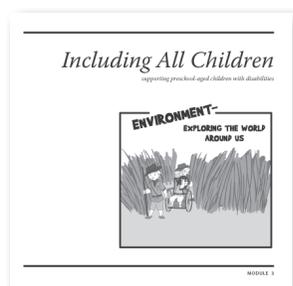
B

1. Read _____ module.
2. Read *Trainer's Guide* Chapter on _____ (topic).
3. Prep for self-guided instruction.
4. Set up participant schedule.
5. Administer Pre-Training Knowledge Assessment; share results with participant.
6. Arrange for participant to read (topic) _____ module PRIOR to doing self-paced activities (not before taking the Pre-Training Knowledge Assessment).
7. Ascertain satisfactory completion of _____ (topic) module self-paced activities.
→ Go to **C**



C

1. Administer Post-Training Knowledge Assessment; share results with each participant.
2. Distribute participant Skill-Building Journal Task Chart.
3. Set-up Skill-Building Journal feedback/observation timelines.
4. Follow Skill-Building Journal directions for _____ (topic).
5. Upon completion of Skill-Building Journal activities, administer Post-Competency Assessment.
6. Document competency (observation) on _____ (topic). Review results with each participant.
7. Complete Trainer/Participant Completion Checklist for this topic.
8. Start process again with the next Module topic.



See Appendix: Common Forms for reproducible flow chart

PRESCHOOL MODULE 3: ENVIRONMENTS — EXPLORING THE WORLD AROUND US

TO START, DECIDE ON TRAINING FORMAT USING FLOW CHART

Themes

- Accommodations
- Partial participation
- Specific Goals

What Participants Will Learn

- How to create environments that are accessible to all children
- How to adapt environments for children with disabilities
- How to collaborate to address the specific goals of children with disabilities

Key Points to Discuss with Participants, Regardless of the Training Format

- Creating accessible environments for children with disabilities means removing any barriers to their participation and accommodating to their special needs. The Americans with Disabilities Act requires both public and private early childhood programs to make these changes. Some accommodations involve making changes to the physical environment. Others involve adjusting expectations so children can participate in age appropriate activities and routines.
- Teachers are used to making accommodations or adaptations to meet children's needs. The only difference in making accommodations for children with disabilities is that the range of expectations may expand. Accommodations help children

participate in age appropriate activities. This type of partial participation helps them reach their potential in the company of their peers.

- A federal law, the Individuals with Disabilities Education Act (IDEA), guarantees children with disabilities the right to the services they need. The family and other team members write an Individual Education Plan (IEP) identifying a child’s specific goals. Families often want early childhood teachers to collaborate with members of their child’s team. Together they make the necessary accommodations and identify how to address goals using everyday activities and routines.

TRAINING MATERIALS FOR WORKSHOP AND SELF-PACED INSTRUCTION

What You Will Need

- Preschool Module 3: *Environments — Exploring the World Around Us*
- Preschool Skill-Building Journal 3: *Environments — Exploring the World Around Us*
 - Pre- & Post- Training Knowledge Assessment Form
 - Participant Skill-Building Journal Task Chart
 - Post-Competency Assessment Form
 - Trainer Competency Assessment/Observation Form
 - Environment Trainer/Participant Completion Checklist
- Flip chart **W**
- Markers **W**
- DVD player
- DVD: *Environments That Say “Yes!”*
- Form: Characteristics of an Accessible Early Childhood Environment **W**
- Form: Characteristics of an Accessible Early Childhood Environment **S**
- Form: How to Use an Activity Matrix
- Form: Activity Matrix **W**
- Form: Activity Matrix **S**

W Workshop Only

S Self-Paced Instruction Only

PRE-TRAINING KNOWLEDGE ASSESSMENT

Prior to reading each Module or beginning any of the training activities, each participant answers 12 questions that assess prior knowledge of the training content (reproducible form in Appendix). The Trainer scores the assessment and uses the results as the baseline for the upcoming training topic

See Appendix
for Pre-Training
Knowledge
Assessment Form

PRESCHOOL ENVIRONMENTS

BACKGROUND CONTENT INFORMATION

WORKSHOP PRESENTATION NOTES FOR A 90 MINUTE TRAINING; GUIDANCE FOR SELF-PACED INSTRUCTION

Welcome

How to create environments that are accessible to all children

Reference:
Module 3, pages 7-14



5 MINUTES

Today we'll be talking about how to make environments accessible to all children. We will then discuss ways of adjusting expectations and using classroom activities to achieve different goals for children with varying levels of ability. Many of the strategies we will talk about you already use with typical children. Today we'll explore how they can be used to address the special needs of children with disabilities.



40 MINUTES

ADA

The Americans with Disabilities Act (ADA) requires both public and private early childhood programs to make reasonable accommodations to allow children to attend the same program as their siblings and peers. Accommodations are considered reasonable when they can be made without causing what the law refers to as 'undue burden.' This means that the accommodations do not change the basic nature of the program, and do not pose a prohibitive financial burden.

Barriers to participation

Creating environments that are accessible to all children means removing any barriers to their participation. Some barriers are psychological: beliefs people have about protecting children with disabilities or the need to care for them in segregated settings. Other barriers are architectural: physical aspects of the building or outdoor play area that limit children's ability to play or move around.

And some barriers are instructional: inappropriate ways of teaching new

Topic	Content/Presentation Notes
<p>How to create environments that are accessible to all children (continued)</p>	<p>skills or presenting new concepts that are beyond children’s capacity to understand. Preschool environments are accessible to all children when supports are in place that eliminate these barriers.</p> <p>Psychological barriers One important barrier to inclusion is the fear of the unknown. Teachers may fear that they don’t have the skills to care for children with disabilities. But when they are trained to see similarities among all children their fears diminish. They realize that children with disabilities have many of the same needs as their typical peers. So they grow more confident in their own ability to give them what they need.</p> <p>Sadness is another psychological barrier to inclusion. When a teacher meets a child with a disability she may be overwhelmed with sadness. All she can think of is difficulties that the child and his family face. But as she develops a relationship with the child she learns to overcome her sadness. She sees the joyful parts of his life. And she can take pleasure in seeing how his inclusion in the program eases the burden of living with a disability. She can be happy for the child and his family.</p> <p>Misunderstandings Misunderstandings about the effects of disabilities are another barrier to inclusion. Some teachers think that with enough time and practice all children can develop basic skills. They think that they all can learn to walk, to talk, and be toilet trained. They don’t understand how disabilities affect children’s development. This barrier is best overcome by having policies in place to protect children’s right to participate in age-appropriate environments. Some children will never ‘catch up’ with their typical peers. But access to age appropriate experiences helps them reach their potential. Teachers change their expectations about what children with disabilities can achieve.</p> <p>Architectural barriers Architectural barriers to inclusion are features of the environment that restrict the access of children with limited physical mobility. Children using wheelchairs or other adaptive equipment often can’t even enter an early childhood facility. There are stairs they can’t climb or doors they can’t pull open. They can’t play on outdoor climbing equipment or get on and off the toilet. These barriers are eliminated by ramps, automated doors, handholds on the playground equipment, and grab bars in bathrooms. Other architectural barriers have less to do with children’s mobility than their mastery of developmental milestones. Toilet training is a good example. Some children will never be independently toilet trained. These children need easy access to a changing area. The center may need to make some structural changes or buy a portable changing area that meets licensing standards.</p> <p>Instructional barriers One of the most harmful instructional barriers to inclusion is the grouping of children by developmental level rather than chronological age.</p>

Topic	Content/Presentation Notes
<p>How to create environments that are accessible to all children (continued)</p> <p>DIRECTIONS Activity Ⓜ (workshop format)</p>	<p>Children with disabilities are often left behind as typical peers meet developmental milestones and move into classrooms with older children. So the children with disabilities lose the friendships they have developed with typical peers. They also lose peer models of age-appropriate skills and behaviors.</p> <p>This barrier is easily overcome by policies that place children by chronological age regardless of their developmental level.</p> <p>Activities that require skills that children don't possess are another barrier to inclusion. This barrier can be overcome in several ways. Teachers can adjust their expectations, so children participate in the activity at different skill levels. For example, some children may be expected to retell parts of a story, while others are required only to listen to it being read. Use of accommodations like adaptive scissors, various sized crayons and markers, and vertical surfaces like easels are other ways to eliminate instructional barriers. So is increasing the use of open-ended activities that children of all levels of ability can benefit from. These include playing with blocks, cooking, and dramatic play.</p> <p><i>(Hand out Form: Characteristics of an Accessible Early Childhood Environment (W).)</i></p> <p>We are going to watch the <i>Including All Children</i> DVD, <i>Environments That Say "Yes!"</i> As we watch, use this form to record three things: accommodations teachers use to facilitate children's participation; questions you have about the special equipment being used; and things you can do to make your classroom environment more accessible to all children.</p> <p><i>(Show DVD. Discuss what participants recorded while watching. Use the flip chart to record their responses to the accommodations, questions about special equipment, and ideas for change.)</i></p>
<p>DIRECTIONS Activity Ⓢ (self-paced instruction)</p>	<p>Ⓢ <i>Have the participant watch the <i>Including All Children</i> DVD <i>Environments That Say "Yes!"</i> and complete Form: Characteristics of an Accessible Early Childhood Environment (S), and submit it to you.</i></p>

Topic	Content/Presentation Notes
<p data-bbox="131 237 375 401">How to adapt environments for children with disabilities</p> <p data-bbox="131 451 428 520">Reference: Module 3, pages 18-27</p>	<div data-bbox="535 226 1040 296" style="background-color: #444; color: white; padding: 5px; display: flex; align-items: center;">  10 MINUTES </div> <p data-bbox="532 321 932 359">Looking at individual needs</p> <p data-bbox="532 363 1425 779">Most teachers are used to making adaptations to the environment based on children’s individual needs. Some adaptations involve changing expectations for individual children. Or using on-going activities to achieve a variety of different goals and objectives. Sometimes adjustments to equipment and materials are needed, or how children are expected to interact with them. These are the same strategies teachers use to accommodate to the needs of children with disabilities. The only difference is that the range of expectations may expand. Classroom activities and routines are used to achieve goals you haven’t addressed in the past. But the process is the same. Choice making and open-ended activities benefit all children. They enable them to play with and learn from one another.</p> <p data-bbox="532 812 1425 1194">Sometimes we forget how many levels of participation all children engage in throughout the day. Children usually participate fully in high interest activities. They’re not likely to participate as enthusiastically in activities that are less motivating or that require skills they haven’t yet mastered. But children benefit even when they don’t participate fully. ‘Partial participation’ gives them exposure to new ideas and the opportunity to practice new skills. Partial participation is an important component of inclusive early childhood programs. It allows children to join age-appropriate environments even when they need more support than their peers do. It encourages them to engage in classroom activities and routines as fully as they can.</p> <p data-bbox="532 1228 1425 1539">We all partially participate in many of the things we do every day. Perhaps we walk in charity races while most of the participants run. Or we bowl with our friends but never expect to score 300. Or we paint pictures for relaxation although we will never see our work hanging in a gallery. But our lives are enriched by these experiences. We pick up our pace as we walk beside others who are in better condition than we are. We lose weight and relieve stress when we bowl, even though our game doesn’t improve. We become more aware of our surroundings as painting changes our perspective.</p> <p data-bbox="532 1572 1425 1707">The same is true for children with disabilities. Peer models help them improve their skills. They achieve individual goals using age-appropriate activities. And sometimes they discover unexpected skills or interests that would have been lost in a segregated environment.</p> <p data-bbox="532 1740 1425 2009">The Module gives you examples of adaptations you can make to address common concerns. These include pairing picture cues with directions, and using pictures or objects for choice making. And giving children with disabilities more chances to practice the social aspects of language using simple games and conversations. All of these strategies are used to adapt language activities in your classroom. You can also encourage children to use pictures and gestures when they are speaking to you. This can make it easier to understand children with unclear speech.</p>

APPENDIX

Preschool Module 3: Environments That Say “Yes!”

CONTENTS

<input type="checkbox"/> Flow Chart (See Appendix: Common Forms)	
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<input type="checkbox"/> Post-Competency Assessment Form.....	23
<input type="checkbox"/> Trainer Competency Assessment/Observation Form.....	25
<input type="checkbox"/> Environments Trainer/Participant Completion Checklist (see Appendix: Common Forms)	
<input type="checkbox"/> Form: Characteristics of an Accessible Early Childhood Environment (W).....	29
<input type="checkbox"/> Form: Characteristics of an Accessible Early Childhood Environment (S)	31
<input type="checkbox"/> Form: How to Use an Activity Matrix	35
<input type="checkbox"/> Form: Activity Matrix (W)	37
<input type="checkbox"/> Form: Activity Matrix (S)	39

Participant Skill-Building Journal Task Chart

Skill-Building Topics	Activities for Participants	Opportunities for Feedback	Participant Tasks
<p>How to Create Environments That Are Accessible to All Children</p>	<p>Read the Module again.</p> <hr/> <p>Complete the Pre-Competency Assessment “Strategies for Creating Environments That Are Accessible to All Children.”</p> <hr/> <p>Read the story “Hannah Makes Her Jack O’Lantern,” and answer the accompanying questions.</p> <hr/> <p>Complete the Learning Activity “Encouraging Partial Participation by Preschool Children With Disabilities.”</p>	<p>Participant shares responses with the Trainer.</p> <hr/> <p>Participant shares responses with a colleague.</p> <hr/> <p>Participant shares responses with a colleague.</p>	<p>Yellow highlight any skills you would like to improve or topics you would like to learn more about. Create a plan with your Trainer to address these.</p>
<p>How to Adapt Environments for Children With Disabilities</p>	<p>Complete the Pre-Competency Assessment “Strategies for Adapting Environments for Children With Disabilities.”</p> <hr/> <p>Read the story “No Spills at Snack,” and answer the accompanying questions.</p> <hr/> <p>Complete the Learning Activity “Adapting the Environment for Children With Disabilities.”</p>	<p>Participant shares responses with the Trainer.</p> <hr/> <p>Participant shares responses with a colleague.</p> <hr/> <p>Participant shares responses with a colleague.</p>	<p>Yellow highlight any skills you would like to improve or topics you would like to learn more about. Create a plan with your Trainer to address these.</p>

Continued

Skill-Building Topics	Activities for Participants	Opportunities for Feedback	Participant Tasks
<p>How to Collaborate to Address the Specific Goals of Children With Disabilities</p>	<p>Complete the Pre-Competency Assessment “Strategies for Collaborating to Address the Specific Goals of Children With Disabilities.”</p> <hr/> <p>Read the story “Meeting Claire’s Needs,” and answer the accompanying questions.</p> <hr/> <p>Complete the Learning Activity “Collaborating With Others.”</p>	<p>Participant shares responses with the Trainer.</p> <hr/> <p>Participant shares responses with a colleague.</p> <hr/> <p>Participant shares responses with a colleague.</p>	<p>Yellow highlight any skills you would like to improve or topics you would like to learn more about. Create a plan with your Trainer to address these.</p> <p>Think about how you could use open-ended activities to address children’s specific goals.</p>
<p>Reflecting on Your Own Learning</p>	<p>Complete the Learning Activity “Your Own Experience With Environments.”</p>	<p>Participant shares responses with with a colleague.</p>	<p>Make a note of any insights you have gained from completing this activity. How will these change how you care for children? Discuss your ideas with your Trainer.</p>
<p>Applying What You’ve Learned</p>	<p>Complete the Learning Activity “Using What You Know About Environments to Address the Special Needs of Children With Disabilities.”</p> <hr/> <p>Complete the Learning Activity “Implementing New Ideas.”</p> <hr/> <p>Complete the Post-Competency Assessment.</p>	<p>Participant shares responses with the Trainer.</p> <hr/> <p>Participant shares responses with the Trainer.</p> <hr/> <p>Participant shares responses with the Trainer.</p>	<p>Review the Module for ideas you may have forgotten.</p> <hr/> <p>Be prepared to talk about any remaining questions you have about integrating your new knowledge of children with disabilities into the curriculum. Discuss how you see this helping you to create partnerships with the parents of children with disabilities.</p>

Post-Competency Assessment Form

Teacher: _____ Trainer: _____

Site: _____ Date: _____

Directions

- READ, in the table below, the list of strategies that teachers use to make environments accessible to all children.
- CHECK OFF whether you do these things “regularly,” “sometimes,” or “not enough.”
- DISCUSS your answers with your Trainer.

Strategies for creating environments that are accessible to all children

I DO THIS:	Regularly	Sometimes	Not Enough
1. Adjust expectations to meet children’s needs.			
2. Use accommodations to help children access classroom activities.			
3. Give children lots of chances to make choices.			
4. Use classroom activities that can address more than one need.			
5. Use open-ended activities that can be enjoyed by children at different levels of ability.			

Strategies for adapting environments for children with disabilities

I DO THIS:	Regularly	Sometimes	Not Enough
1. Work with families to adapt activities to meet children’s needs.			
2. Adjust activities to meet children’s sensory needs.			
3. Provide children with a variety of ways to communicate: gestures, pictures, signs, etc.			
4. Provide children with adaptive scissors.			
5. Provide children with different-sized tools like crayons, markers, blocks, etc.			

Continued

Strategies for collaborating with others to address the specific goals of children with disabilities

I DO THIS:	Regularly	Sometimes	Not Enough
1. Regularly review specific goals of children with identified disabilities.			
2. Receive feedback from others about how to address the needs of children with identified disabilities.			
3. Provide others with regular updates on children’s progress on specific goals.			
4. Use an Activity Matrix to document opportunities for children to practice goals during everyday activities and routines.			
5. Follow written protocols to implement child-specific interventions or accommodations.			