Overview and Getting Started with the Building Blocks Framework

BUILDING BLOCKS FOR TEACHING PRESCHOOLERS WITH SPECIAL NEEDS

SAMPLE

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Objectives

1. Describe the Building Blocks framework
2. Define and describe each of the four blocks or tiers of support
3. Describe the steps for planning and implementing the framework
4. Consider the Building Blocks framework in the context of inclusion

SAMPLE

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Building Blocks

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Building Blocks

A set of educational practices designed to help teachers be more effective in including and teaching young children with disabilities and other special needs in early childhood classrooms and other early learning settings.

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Developing the Framework

Using the Building Blocks framework can help **all** children participate, learn, and thrive in their preschool classrooms and other early learning settings.

Based on the work of the Early Childhood Research Institute on Inclusion.

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Inclusion

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Learning Activity 1: Inclusion

- Write down how you describe or define early childhood inclusion
- Read the DEC/NAEYC definition
- Find similar terms or ideas
- Share

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Foundation

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Curriculum Modifications

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Examples of Curriculum Modifications

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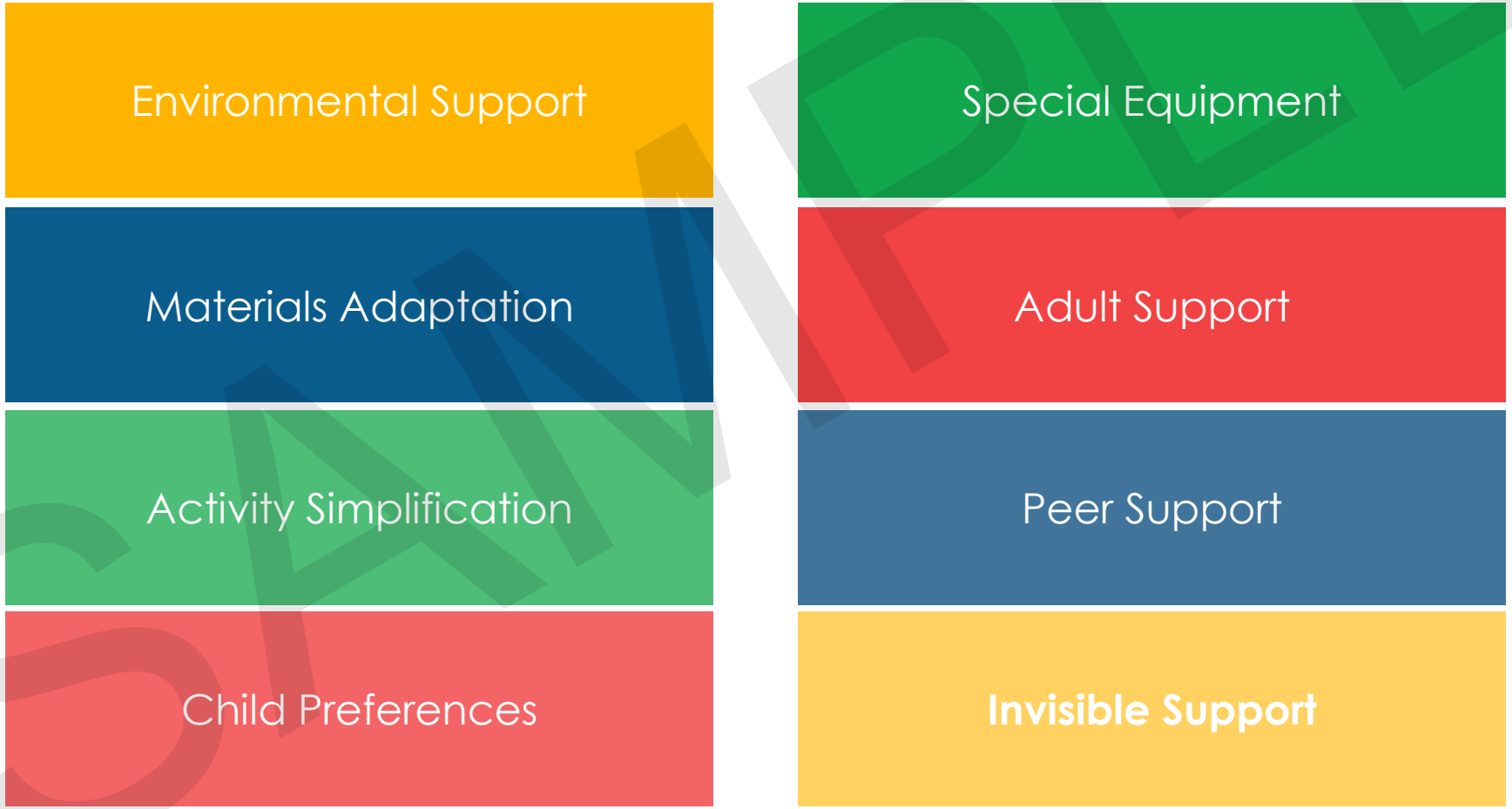
8 Types of Curriculum Modifications



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Embedded Learning Opportunities

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Embedded Learning Opportunities

- What to teach
- When to teach
- How to teach

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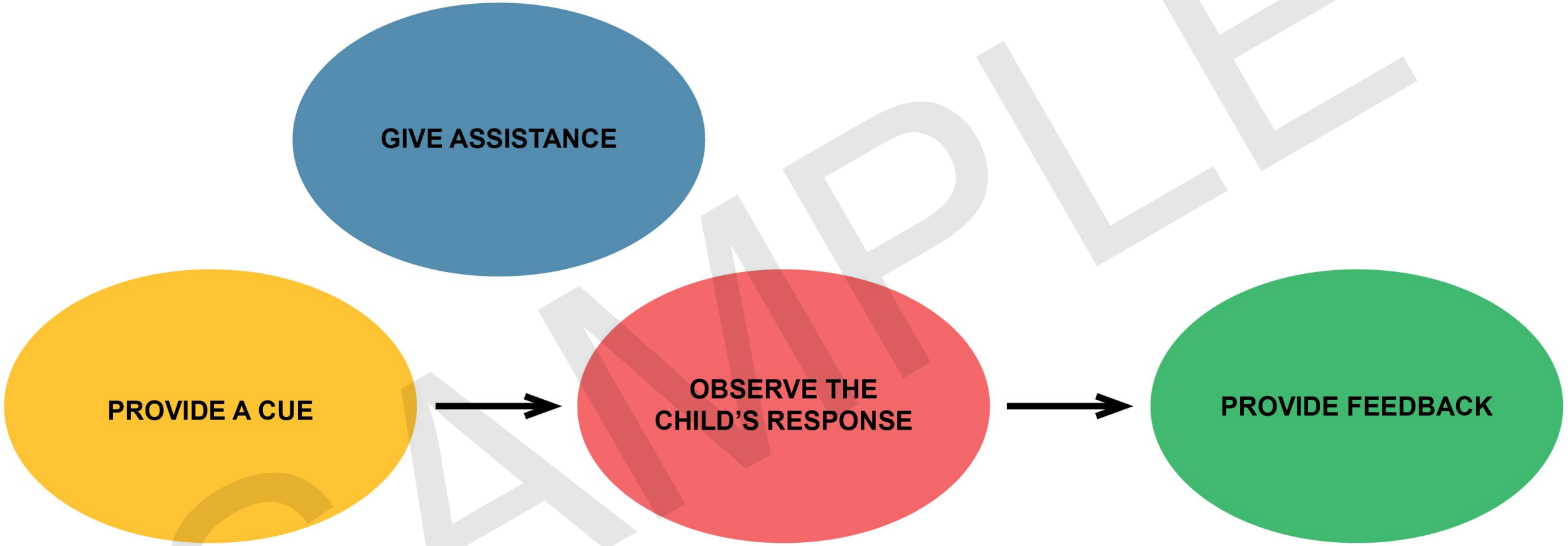

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Child-focused Instructional Strategies

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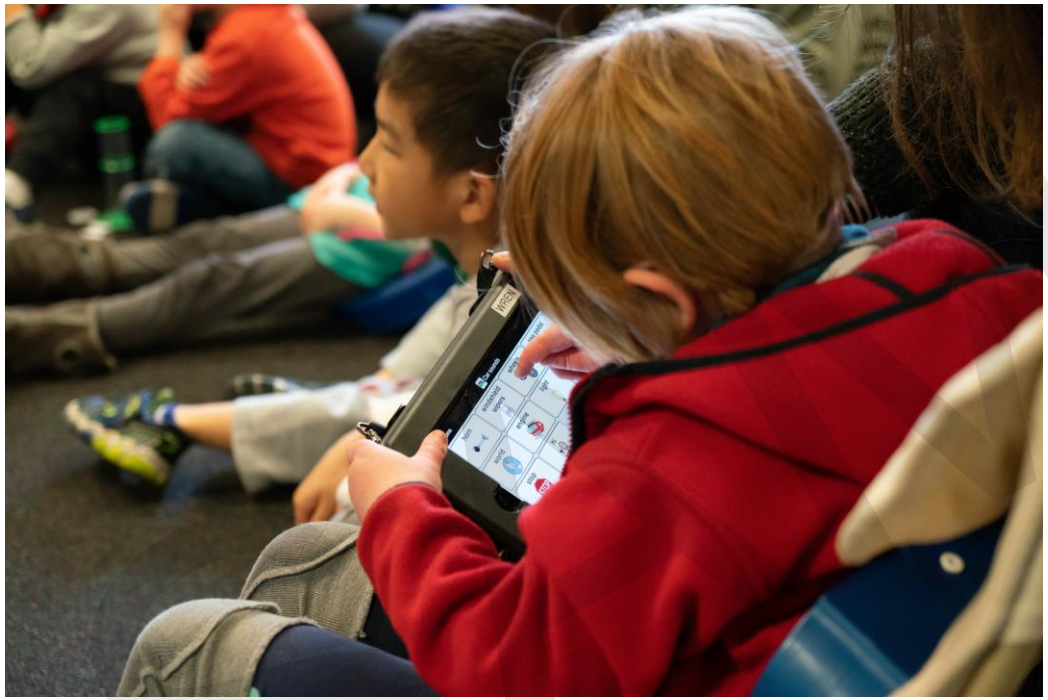
Child Focused Instructional Strategies



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Learning Activity 2: Blocks

- Read the vignettes
- Match to block
- Provide additional examples

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Getting Started with Building Blocks

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Getting Started with Building Blocks

- Assess the quality of the learning environment
- Identify and clarify the classroom schedule
- Gather information on individual goals and objectives
- Assess the learning needs of the child
- Clarify the current concerns of the child
- Create a plan
- Construct an activity matrix
- Implement the plan
- Evaluate the plan and monitor child progress

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Quality Classroom Assessment Form

Date: _____

Classroom: _____

Team members: _____ _____

_____ _____

Goal: _____

Indicator	Yes	No	Not sure	Examples
1. Do children spend most of their time playing and working with materials or with other children?				
2. Do children have access to various activities throughout the day?				
3. Do teachers work with individual children, small groups, and the whole group at different times during the day?				
4. Is the classroom decorated with children's original artwork, their own writing, and stories they've dictated?				
5. Do children learn within meaningful (i.e., relevant to their interests and experiences) contexts?				

(continued)

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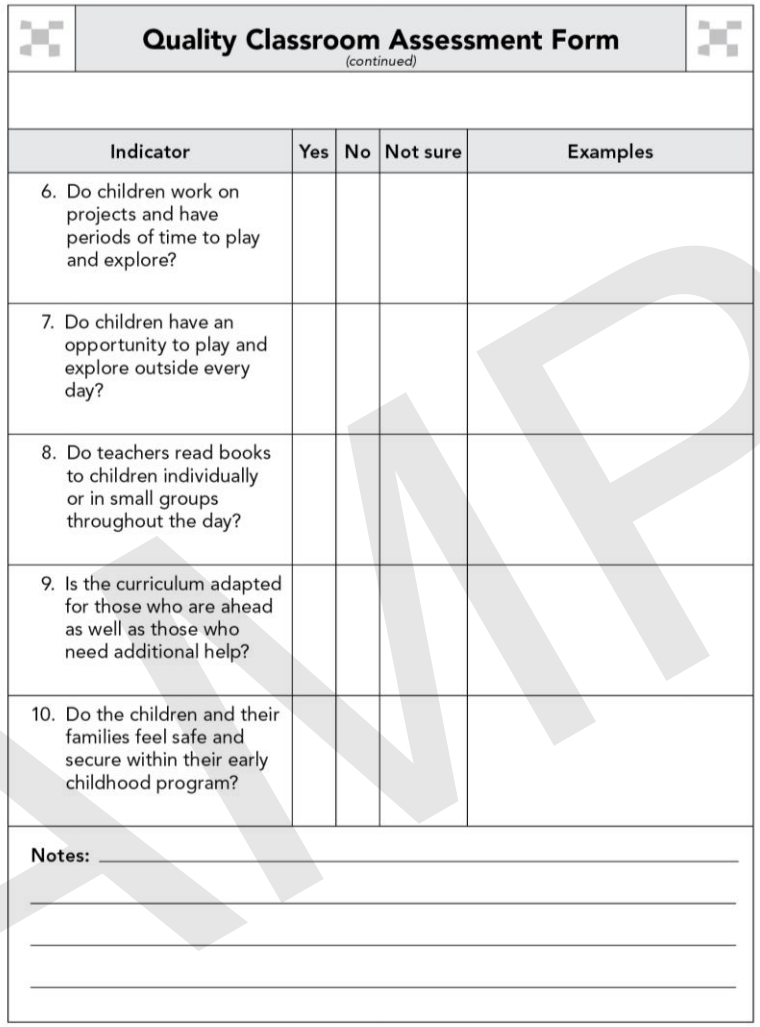

Quality Classroom Assessment Form

(continued)

Indicator	Yes	No	Not sure	Examples
6. Do children work on projects and have periods of time to play and explore?				
7. Do children have an opportunity to play and explore outside every day?				
8. Do teachers read books to children individually or in small groups throughout the day?				
9. Is the curriculum adapted for those who are ahead as well as those who need additional help?				
10. Do the children and their families feel safe and secure within their early childhood program?				

Notes: _____

_____

_____

_____

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Assess the Quality of the Learning Environment

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Classroom Action Worksheet

Date: _____

Team members: _____

Indicator*	What's the problem?	What can we do?	Who will do it?	By when?

* Abbreviated from Quality Classroom Assessment form.

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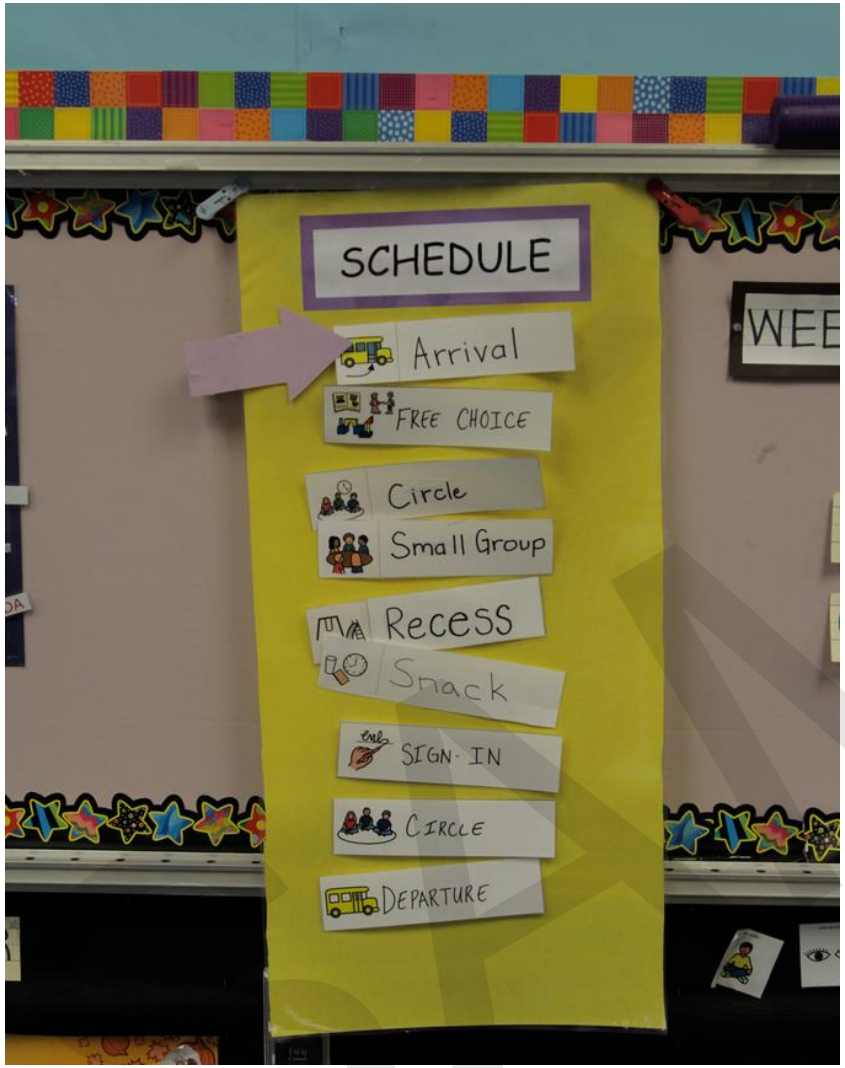
SAMPLE

Classroom Action Worksheet



Identify and Clarify the Classroom Schedule

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Gather Information on Individual Goals and Objectives

Child Assessment Worksheet
(continued)

Date: _____

Teacher's name: _____ Child's name: _____

Classroom activities	Classroom expectations	Child's level of performance
		Strength _____ Average _____ Area of concern _____
		Strength _____ Average _____ Area of concern _____
		Strength _____ Average _____ Area of concern _____
		Strength _____ Average _____ Area of concern _____

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SAMPLE

Planning Worksheet: Section I

IEP Today

Date: _____

Teacher's name: _____ Child's name: _____

The "IEP Today" is based on the child's complete individualized education program (IEP) and tells the team the child's individual goals and the associated objectives that are the current focus of instruction.

Goal/domain	Current objective(s)

(continued)

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Clarify Current Concerns

Planning Worksheet: Section II

Date: _____

Teacher's name: _____ Child's name: _____

This planning guide will help you collect more specific information for areas of concern for specific children. Using the Child Assessment Worksheet, identify three activities on which you would like to focus your attention. Once you identify the problem, collecting information is the next step for instructional planning for children in inclusive settings.

Key: CM = curriculum modification; ELO = embedded learning opportunity; CFIS = child-focused instructional strategy

Activities	Define concern	What are you currently doing?	Ideas for instruction
			CM ____ ELO ____ CFIS ____ Describe:
			CM ____ ELO ____ CFIS ____ Describe:
			CM ____ ELO ____ CFIS ____ Describe:

Clarify Current Concerns

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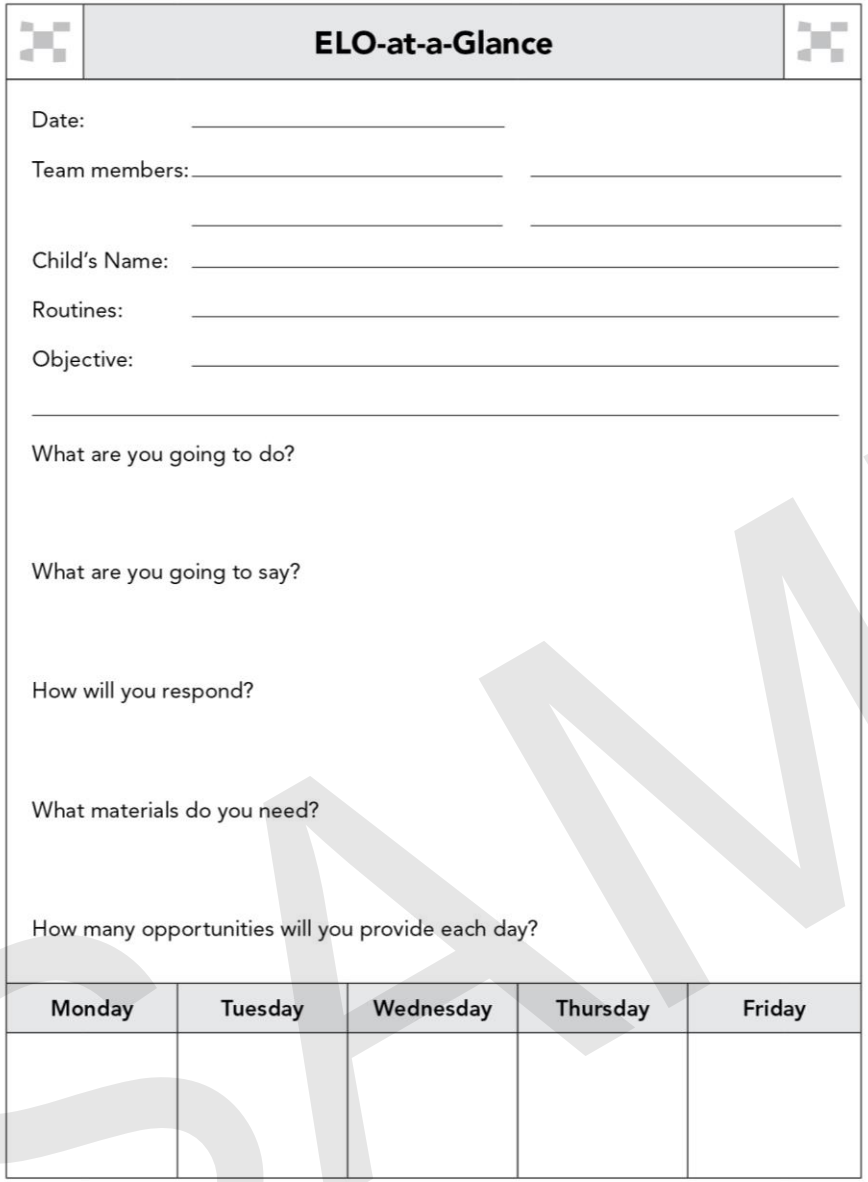

ELO-at-a-Glance

Date: _____

Team members: _____ _____

_____ _____

Child's Name: _____

Routines: _____

Objective: _____

_____

What are you going to do?

What are you going to say?

How will you respond?

What materials do you need?

How many opportunities will you provide each day?

Monday	Tuesday	Wednesday	Thursday	Friday

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Create a Plan: ELO-at-a-Glance

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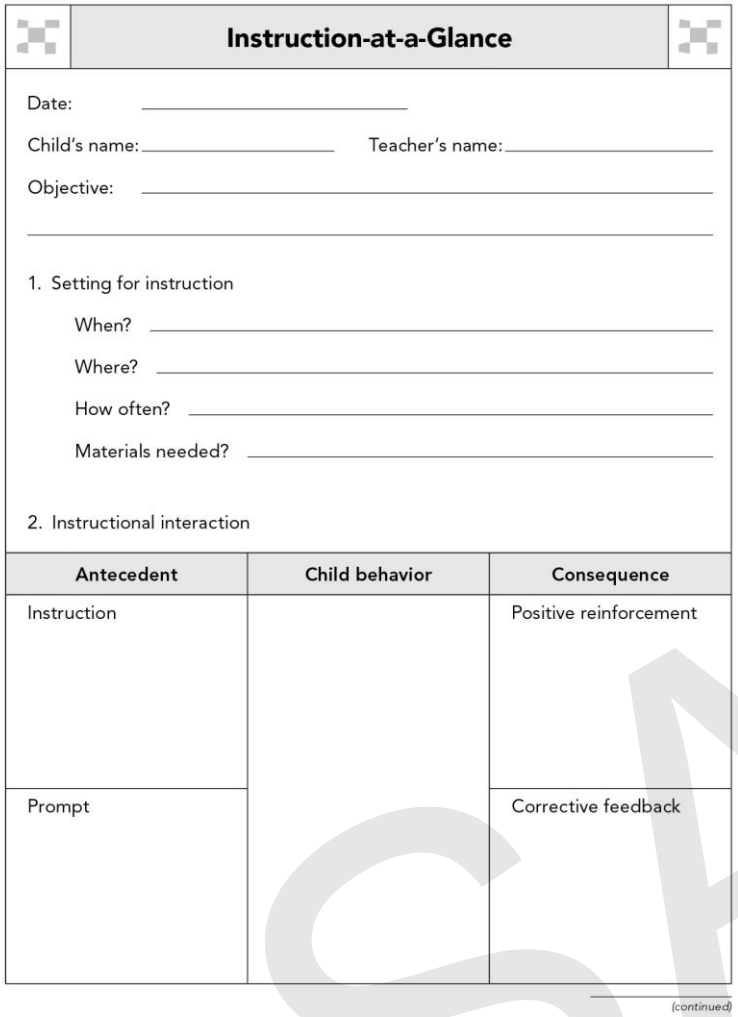
Create a Plan: Instruction-at-a-Glance



Instruction-at-a-Glance

Date: _____

Child's name: _____ Teacher's name: _____

Objective: _____

_____

1. Setting for instruction

When? _____

Where? _____

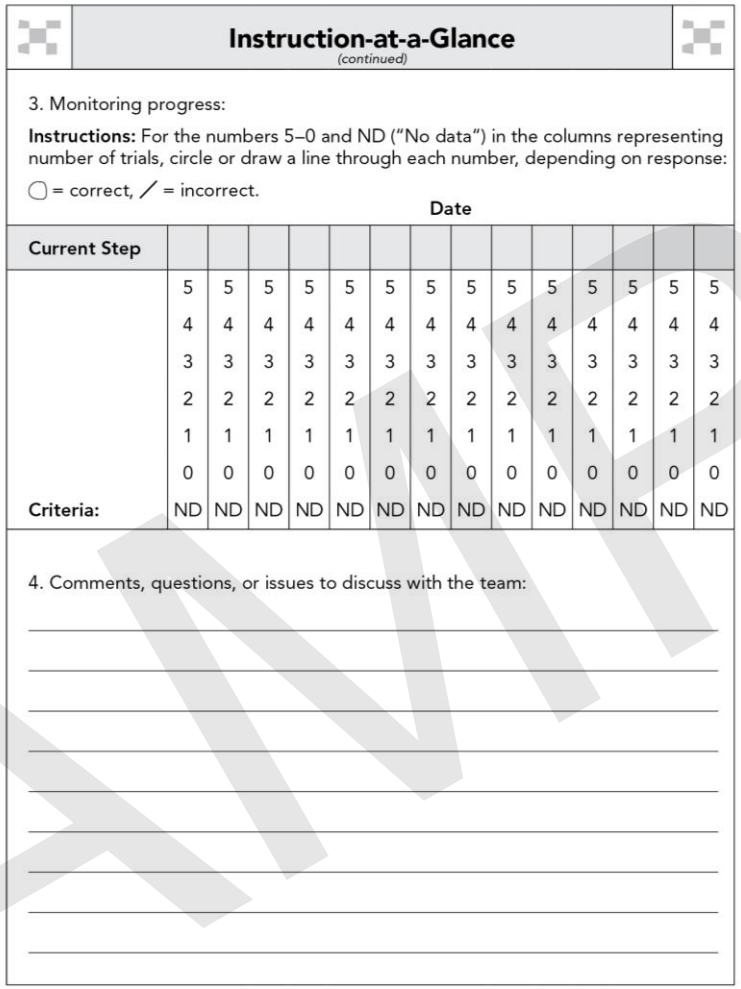
How often? _____

Materials needed? _____

2. Instructional interaction

Antecedent	Child behavior	Consequence
Instruction		Positive reinforcement
Prompt		Corrective feedback

(continued)



Instruction-at-a-Glance
(continued)

3. Monitoring progress:

Instructions: For the numbers 5–0 and ND ("No data") in the columns representing number of trials, circle or draw a line through each number, depending on response:

◯ = correct, ／ = incorrect.

	Date													
Current Step														
	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Criteria:	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND

4. Comments, questions, or issues to discuss with the team:

_____

_____

_____

_____

_____

_____

_____

_____

_____

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Construct an Activity Matrix

Figure 4.5. A Child Activity Matrix for Tina

Child Activity Matrix

Date: 1/17

Teacher's name: Dolores Child's name: Tina

Write the classroom schedule in the left-hand column. Write the child's current learning objectives across the top row. Fill in the appropriate cells with brief versions of the selected teaching strategy.

Key: CM = curriculum modification; ELO = embedded learning opportunity; CFIS = child-focused instructional strategy

	Use short phrases to request and comment.	Use words to recall action or event.	Respond appropriately during transitions.	Share or exchange objects with peers.	Sort objects by variety of attributes.	Fit things together and take them apart.	Unfasten and fasten clothing (e.g., snaps, zipper on coat).
Arrival			CM—use picture cards				CFIS—backward chain
Planning	CM—picture schedule of choices		CM—use picture cards				
Work			CM—use picture cards	CM—paired activities	ELO—sort dishes, sort building toys	CM—preferred materials	
Recall		CM—use picture card	CM—use picture cards				
Snack	CM—preferred materials		CM—use picture cards				
Outside		CFIS—use time delay	CM—use picture cards				
Small- and large-group time	CM—preferred materials		CM—use picture cards	CM—paired activities	ELO—plan sorting activities for small group		
Departure			CM—use picture cards				ELO—practice fastening

SAMPLE

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Figure 4.6. A Classroom Activity Matrix for Tina, Tyrone, and Ricky.

Classroom Activity Matrix

Date: _____ Teacher's name: _____

Write the children's names across the top row. Write the classroom schedule in the left-hand column starting with the second row. Fill in the appropriate cells with brief versions of the selected teaching strategy.

Key: CM = curriculum modification; ELO = embedded learning opportunity; CFIS = child-focused instructional strategy

	Tina	Tyrone	Ricky				
Arrival	CM—use picture cards	CFIS—identify name	CM—picture schedule (all day)				
Planning	CM—request and comment						
Work	CM—share; fit together ELO—sorting (use preferred materials)	CM—play near peers, use preferred materials	CM—use picture schedule and timer				
Recall	CM—use words; use picture cards	ELO—use descriptive words					
Snack time	CM—requests; use preferred food						
Toileting	CFIS—backward chain						
Outside		CM—play near peers, use preferred social materials	CM—picture schedule and timer				
Small- and large-group time	CM—requests; share ELO—sorting (use preferred materials)	ELO—use descriptive words					
Departure	ELO—fastening						

SAMPLE

Classroom Activity Matrix

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Implement the Plan

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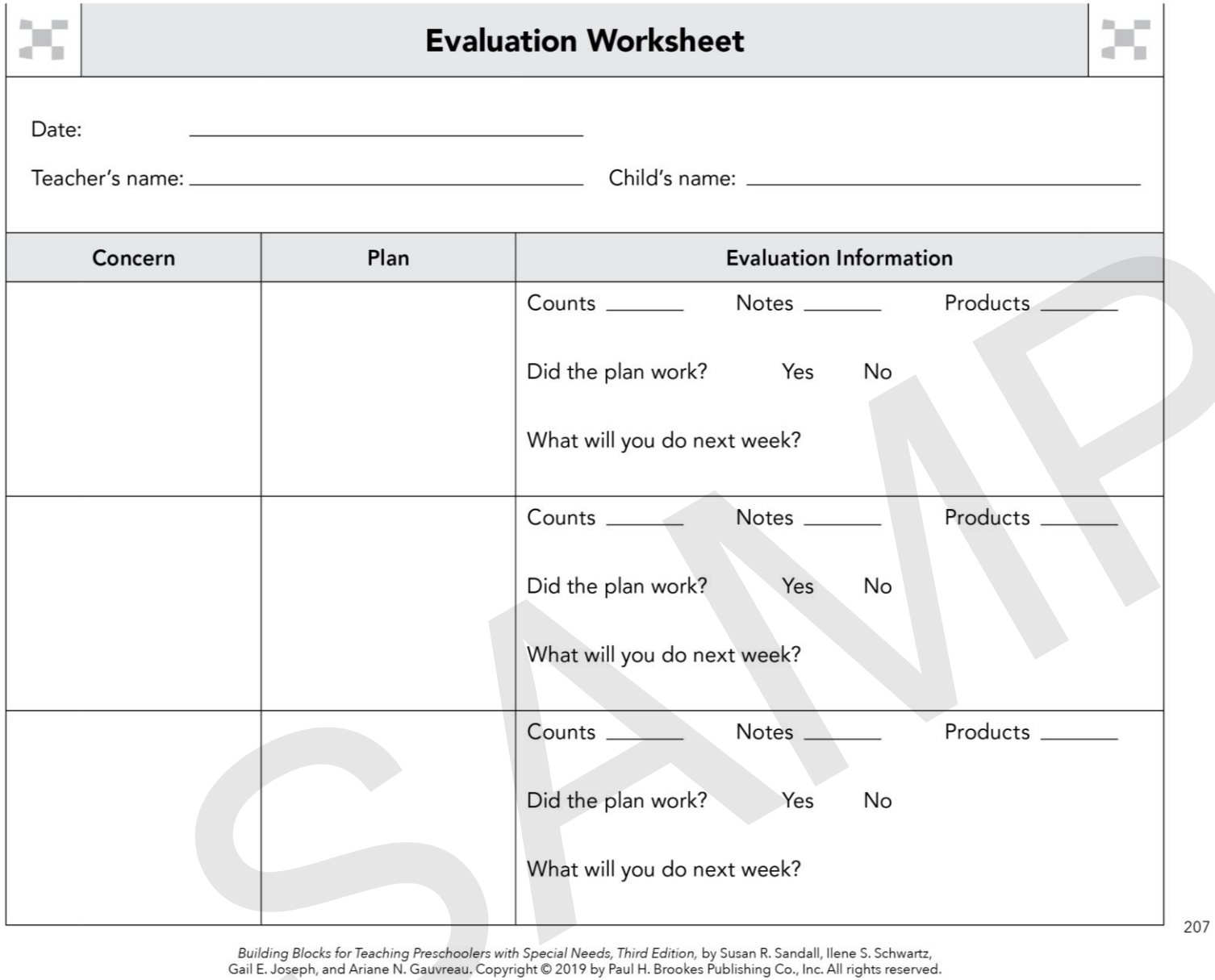

Evaluation Worksheet

Date: _____

Teacher's name: _____ Child's name: _____

Concern	Plan	Evaluation Information
		Counts _____ Notes _____ Products _____ Did the plan work? Yes No What will you do next week?
		Counts _____ Notes _____ Products _____ Did the plan work? Yes No What will you do next week?
		Counts _____ Notes _____ Products _____ Did the plan work? Yes No What will you do next week?

207

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Evaluate the Plan and Monitor Progress

Learning Activity 3: Implementation Steps

- Assess the quality of the learning environment
- Identify and clarify the classroom schedule
- Gather information on individual goals and objectives
- Assess the learning needs of the child
- Clarify the current concerns of the child
- Create a plan
- Construct an activity matrix
- Implement the plan
- Evaluate the plan and monitor child progress

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Summary and Review

1. Describe the Building Blocks framework
2. Define and describe each of the four blocks or tiers of support
3. Describe the steps for planning and implementing the framework
4. Consider the Building Blocks framework in the context of inclusion

SAMPLE