

NEW EDITION
of **bestselling text** for
teaching preschoolers
with special needs!

DISCOVER WHAT'S NEW ►

Contents

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About *Building Blocks*



About *Building Blocks*

Easy to use with any existing curriculum, *Building Blocks for Teaching Preschoolers with Special Needs, Third Edition* gives educators three types of **practical, research-based inclusion strategies** that promote progress in critical areas like behavior, emergent literacy, and peer relationships—

- curriculum modifications
- embedded learning opportunities
- child-focused instructional strategies

Equally useful as a **student-friendly textbook** and a **go-to inclusion guide for practicing educators**, this is a resource teachers will return to again and again for proven, easy-to-use strategies that support the success of every young learner.



Features



About the Features

Building Blocks includes a variety of features designed to enhance reader understanding.

Examples include:



Important terms



Vignettes



Chapter summaries



Curriculum modifications by type



Curriculum modifications by activity and routine



Figures and tables



Sample completed forms



References



Appendices



Important Terms

IMPORTANT TERMS

The Building Blocks framework uses a vocabulary that may already be familiar to many teachers; however, it is important to clarify what these terms mean in the context of the framework. This section defines several important terms that are used throughout the book.

Inclusion

Inclusion is often defined as the active participation of young children with and without disabilities in the same classroom (e.g., Head Start, child care, preschool) and in community settings. But it is more than that. Inclusion is about ensuring that all children, staff, and families who participate in a program feel supported in that program. In other words, inclusion means that children, teachers, and families feel that they belong to the program and its community. A less traditional way of defining inclusion is to say that inclusion is the celebration of diversity put into action. An inclusive program celebrates what every individual brings to that program and provides each person with the support to be a successful member of that program. Inclusion is defined in a joint statement by the Division for Early Childhood (DEC) and National Association for the Education of Young Children (NAEYC):

Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports. (2009, p. 1)

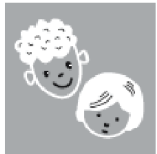
Chapter 1 defines more than a dozen important terms and explains these terms in the context of the Building Blocks Framework.



Vignettes

THE CHILDREN

The stories of five children and their teachers enrich the descriptions of educational practices in this book. The stories help to illustrate the diverse children and families who participate in early childhood education and also illustrate some of the many ways in which early childhood education programs are organized.



Nhan is a 4-year-old boy who receives special education services because of delays in language and social skills. He attends a child care center 5 days per week from 7:30 a.m. to 6 p.m. His parents speak both English and Vietnamese. Both parents work outside their home. Nhan and his brother and sister were cared for at home by their Vietnamese-speaking grandmother until Nhan was 2 years old. He then began attending the child care center. His child care teachers became concerned about some of his behaviors and recommended to his parents that he be evaluated. He was identified as being eligible for special education and related services when he was 3 years old. He continues to attend the child care center, and the school district provides an ECSE teacher and a speech-language therapist who visit the classroom once per week. There is one other child in Nhan's classroom who has an IEP, and another teacher comes to visit that child. Nhan's child care teachers use The Creative Curriculum (Dodge, 2010).

Each chapter contains vignettes from five diverse children to showcase some of the many ways early childhood programs can be organized.



Chapter Summaries

SUMMARY









This chapter introduces the structure of the Building Blocks framework and describes the evidence base that supports it. The aim of the framework is to help teachers identify, plan, and use educational practices that provide individual children with the assistance they need to develop and learn within their early childhood classrooms. Like a response to intervention (RTI) approach, Building Blocks provides teachers with strategies for determining whether children are making progress and information on how to provide additional support if they are not. Building Blocks is compatible with RTI and other tiered approaches to intervention (Buisse & Peisner-Feinberg, 2013). Building Blocks gives teachers a practical, feasible, and evidence-based approach to meeting the needs of all of their children and providing specialized instructional support for individual children who need it.

The Building Blocks framework is consistent with the DEC's Recommended Practices that provide guidance on effective practice based on empirical evidence as well as on the wisdom and experience of the field (DEC, 2014). Although it is important to ensure that the instructional strategies being used in the classroom are grounded in strong research evidence and that teachers are familiar with that evidence, it is also important not to assume that just because an intervention is supported by research evidence it will automatically be effective with every student. Teachers need to collect and analyze data on instruction that occurs in the classroom and use those data to make decisions about a child's educational program.

Each chapter concludes with a summary to highlight key concepts from the text.



Curriculum Modifications: By Type

	Environmental Support	11
	Alter the physical, social, and temporal environment to promote participation, engagement, and learning.	
	Materials Adaptation	14
	Modify materials so that the child can participate as independently as possible.	
	Activity Simplification	18
	Simplify a complicated task by breaking it into smaller parts or by reducing the number of steps.	
	Child Preferences	21
	If the child is not taking advantage of the available opportunities, identify and integrate the child's preferences.	
	Special Equipment	24
	Use special or adaptive devices that allow the child to participate or increase the child's level of participation. This includes homemade equipment or devices as well as commercially available therapeutic equipment.	
	Adult Support	26
	Have an adult intervene in an activity or routine to support the child's participation and learning.	
	Peer Support	29
	Utilize peers to help the child learn important objectives.	
	Invisible Support	32
	Purposefully arrange naturally occurring events within one activity.	


Chapter 5 provides numerous classroom examples of each type of modification.

- Environmental support
- Materials adaptation
- Activity simplification
- Child preferences
- Special equipment
- Peer support
- Invisible support



Curriculum Modifications: By Type

Environmental Support
Alter the physical, social, and temporal environment to promote participation, engagement, and learning.



Change the physical environment.

If

a child pulls things off the toy shelves and then plays in front of the shelves, blocking other children's access . . .
... **put tape on an area in front of the shelf. Remind children that they must play with the toys outside the taped area.**

If

a child has difficulty keeping his or her hands to him- or herself when working on individual activities or projects . . .
... **provide individual workspaces by using trays, box lids, or placemats.**

If

a child has difficulty with putting toys and equipment away . . .
... **use pictures or symbols on shelves and containers. Make cleaning up a matching game.**

Your ideas:

ENVIRONMENTAL SUPPORT

Chapter 5 also includes the definition of the modification, the general strategy (i.e., what to do), and examples of when the modification might work.

There is also space to write your own ideas.



Curriculum Modifications: By Activity and Routine

Art Center



Environmental Support

Alter the physical, social, and temporal environments to promote participation, engagement, and learning.

If

a child messes up someone else's artwork or grabs things from a peer . . .

. . . provide physical boundaries for the art project by allowing children to do their art in a box lid or on a plastic tray.

If

a child mouths art materials . . .

. . . use big art materials, such as big sponges to paint with instead of paint-brushes, and put all art materials in a bin with a "no eating" symbol on it.

Curriculum modifications are also provided by common learning centers.

- Art center
- Blocks
- Dramatic play
- Sensory table
- Book corner or library
- Computer center
- Manipulatives or table-top toys

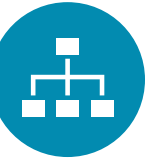


Curriculum Modifications: By Activity and Routine

1. **Circle time:** Circle time or large-group meeting time offers an opportunity for children to come together and develop a sense of belonging. Circle times should allow children lots of opportunities for participating rather than waiting and watching. Activities should be meaningful to the children. Adjust the length of time to the children's developmental skills.
2. **Small group:** Small-group times are often adult-initiated activities that have preplanned learning goals. The same group of children meets with the same adult on a regular basis to explore, investigate, and learn new skills.
3. **Cooking:** Cooking increases the learning opportunities in the classroom. Children learn about food preparation and nutrition.
4. **Outdoor time:** Children should have time outdoors every day. In addition to physical activity, the outdoor environment can be viewed as an extension of the classroom, offering both additional and new learning opportunities.
5. **Music and movement:** Young children learn many important skills during music and movement activities. Some teachers incorporate music and movement into their circle times, others have a music center available during free-choice times, and others have a scheduled time for music and movement during the day.

Curriculum modifications by planned activities are also addressed.

- Circle time
- Small group
- Cooking
- Outdoor time
- Music and movement



Figures and Tables

14

Using the Building Blocks Framework

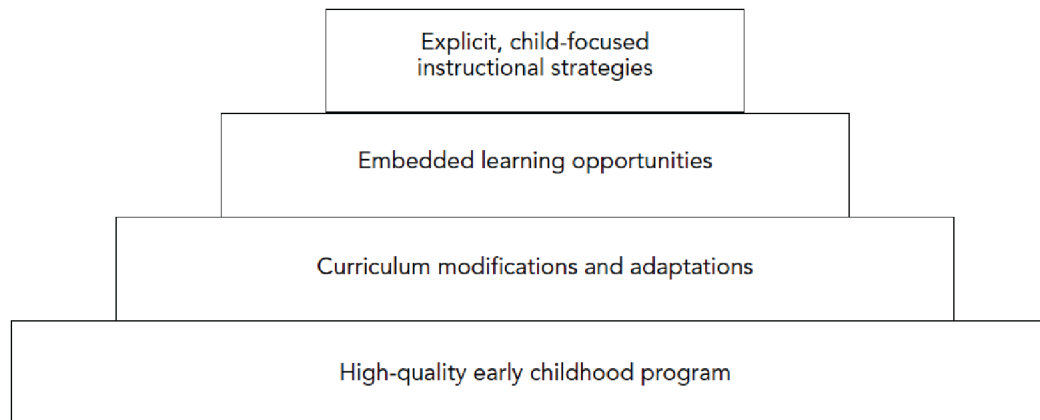


Figure 2.1. The Building Blocks framework.

Building Blocks contains more than a dozen tables and figures that reinforce important concepts and provide ways to more easily understand the material.



Sample completed forms

Quality Classroom Assessment Form				
Date: <u>1/16</u>				
Classroom: <u>Head Start</u>				
Team members: <u>Dolores Sherman (teacher)</u> <u>Maggie Ong (assistant teacher)</u>				
Goal: <u>Assess the classroom environment</u>				
Indicator	Yes	No	Not sure	Examples
1. Do children spend most of their time playing and working with materials or with other children?	X			Children are busy and active most of the time

And, more than a dozen examples walk readers through how to complete the included forms.



References

References

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- Americans with Disabilities Act (ADA) of 1990, PL 101-336, 42 U.S.C. §§ 12101 *et seq.*
- Azrin, N., & Foxx, R. (1989). *Toilet training in less than a day*. New York, NY: Pocket Books.
- Baker, B. L., & Brightman, A. J. (with Blacher, J. B., Heifetz, L. J., Hinshaw, S. P., & Murphy, D. M.). (2004). *Steps to independence: Teaching everyday skills to children with special needs* (4th ed.). Baltimore, MD: Paul H. Brookes Publishing Co.
- Barnett, W. S., Jung, K., Wong, V., Cook, T., & Lamy, C. (2007). *Effects of five state prekindergarten programs on early learning*. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.494.8287&rep=rep1&type=pdf>
- Barton, E. E., & Smith, B. J. (2015). *The preschool inclusion toolbox: How to build and lead a high-quality program*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Berrueta-Clement J. R, Schweinhart L, J, Barnett S. W, Epstein A. S, & Weikart D. P. (1984) *Changed Lives: The effects of the Perry Preschool Program on youths through age 19*. Ypsilanti, MI: High/Scope Press.

Building Blocks citations include review articles, reports of study findings, research findings, and other key references that can be used to find additional information.



Appendices

Appendix **A**

Blank Forms

Appendix **B**

Additional Resources

Appendix A includes photocopiable versions of the 11 included forms.

Appendix B includes additional resources, organized by category, for materials that can be referenced.

New Content



About the Content

In the new edition, you'll find new guidance and tips on the following topics:

- Applying **UDL principles** to engage every student in your diverse classroom
- Integrating **literacy** and **STEAM** into daily activities and routines
- Supporting the **executive function skills** of all young learners
- Applying new and expanded **curriculum modifications**
- **Collaborating successfully** with other team members to ensure the best child outcomes
- Conducting **classroom quality assessment**



Table of Contents: Section I

Section I	Using the Building Blocks Framework
Chapter 1	Introduction
Chapter 2	Evidence-Based Practice and the Building Blocks Framework
Chapter 3	Keys to Collaboration
Chapter 4	Getting Started



Table of Contents: Section II

Section II	Teaching Strategies
Chapter 5	Curriculum Modifications
	Curriculum Modifications by Type
	Curriculum Modifications by Activity and Routine
Chapter 6	Embedded Learning Opportunities
Chapter 7	Child-Focused Instructional Strategies



Table of Contents: Section III

Section III	Important Topics Related to the Building Blocks Framework
Chapter 8	Becoming More Independent
Chapter 9	Acquiring and Using Knowledge: Literacy and STEAM
Chapter 10	Friendships and Social Relationships
Chapter 11	Developmentally Appropriate Classroom Behavior
Chapter 12	Concluding Thoughts



Online Forms



About the Forms

The blank forms included in Appendix A are widely used for both professional and educational purposes. Previously included on a CD-ROM, these forms are now accessible online to purchasers of the third edition of *Building Blocks*.

- Quality Classroom Assessment Form
- Classroom Action Worksheet
- Child Assessment Worksheet
- Planning Worksheet: Section I
- Planning Worksheet: Section II
- Child Activity Matrix
- Classroom Activity Matrix
- Evaluation Worksheet
- ELO-at-a-Glance
- Instruction-at-a-Glance
- Checklist for Important Elements for Supporting Early Literacy



Professional Development Modules



About the Modules

The new edition of *Building Blocks* includes online access to 7 comprehensive training modules designed to reinforce main ideas and practices described in the book.

Each module includes:



A PowerPoint slide deck



Presenter notes



Learning activities



Helpful resources



Module Topics

- 1 Using the Building Blocks Framework
- 2 Ongoing Child Assessment
- 3 Planning for the Individual Child
- 4 Using Visuals to Support Learning
- 5 Applying the Building Blocks Framework to Math and Science
- 6 Applying the Building Blocks Framework to Developmentally Appropriate Classroom Behavior
- 7 Extending the Building Blocks Framework to Infants and Toddlers





PowerPoint Slide Deck

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.



Building Blocks for Teaching Preschoolers with Special Needs, Third Edition by Susan R. Sandall, Ilene S. Schwartz, Gail E. Joseph, & Ariane N. Gauvreau.
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Each module includes a designed PowerPoint presentation with corresponding presenter notes.

The notes list the main points from each slide and can be used as a basis for the presentation.



Learning Activities

MODULE 1

Overview and Getting Started with Building Blocks

Learning Activity 1 Inclusion

The purpose of this activity is to become familiar with the basic tenets of early childhood inclusion. Then, as you proceed with learning more about the Building Blocks framework, think about how the framework supports successful inclusion.

Step 1

Write down your own description or definition of early childhood inclusion. Don't worry about complete sentences. Write what you think inclusion means for young children and families, what it looks like, and what it is intended to accomplish.

Step 2

Read the DEC/NAEYC Joint Position Statement on Inclusion. Your presenter will give you either the full statement or the summary. Read the statement and search for the terms or ideas you used in your own description. Highlight or underline.

Step 3

In small groups or as a whole group, discuss your findings. What terms or ideas did you share with the position statement? What ideas did you include that were not in the statement? What ideas were in the statement but not in your own description?

The included Learning Activities can be used to increase interaction with participants (e.g., students, trainees) and check on participant knowledge.

Each activity is broken out into clear, easy-to-follow steps.



Helpful Resources

MODULE 1

Helpful Resources

Print Resources

Division for Early Childhood (DEC)/National Association for the Education of Young Children (NAEYC) (2009). *Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)*. Chapel Hill: University of North Carolina FPG Child Development Institute.

Odom, S.L. (Ed.) (2001). *Widening the circle: Including children with disabilities in preschool programs*. New York: Teachers College Press.

Sandall, S.R. & Schwartz, I.S. (2013). Building Blocks: A framework for meeting the needs of all young children. In V. Buysse & E.S. Peisner-Feinberg (Eds.), *Handbook of response to intervention in early childhood* (pp. 103-117). Baltimore: Paul H. Brookes Publishing.

Sandall, S.R., Schwartz, I.S., & Gauvreau, A. (2016). Using modifications and accommodations to enhance learning of young children with disabilities: Little changes that yield big impacts. In B. Reichow et al. (Eds.), *Handbook of early childhood special education*. Switzerland: Springer International Publishing.

Web Resources

The Early Childhood Learning and Knowledge Center (ECLKC) provides wide ranging resources for Head Start and Early Head Start. There are training materials, tip sheets, and tools for teachers and supervisors that correspond to the Building Blocks framework. See the modules providing an overview, information on curriculum modifications and embedded learning.

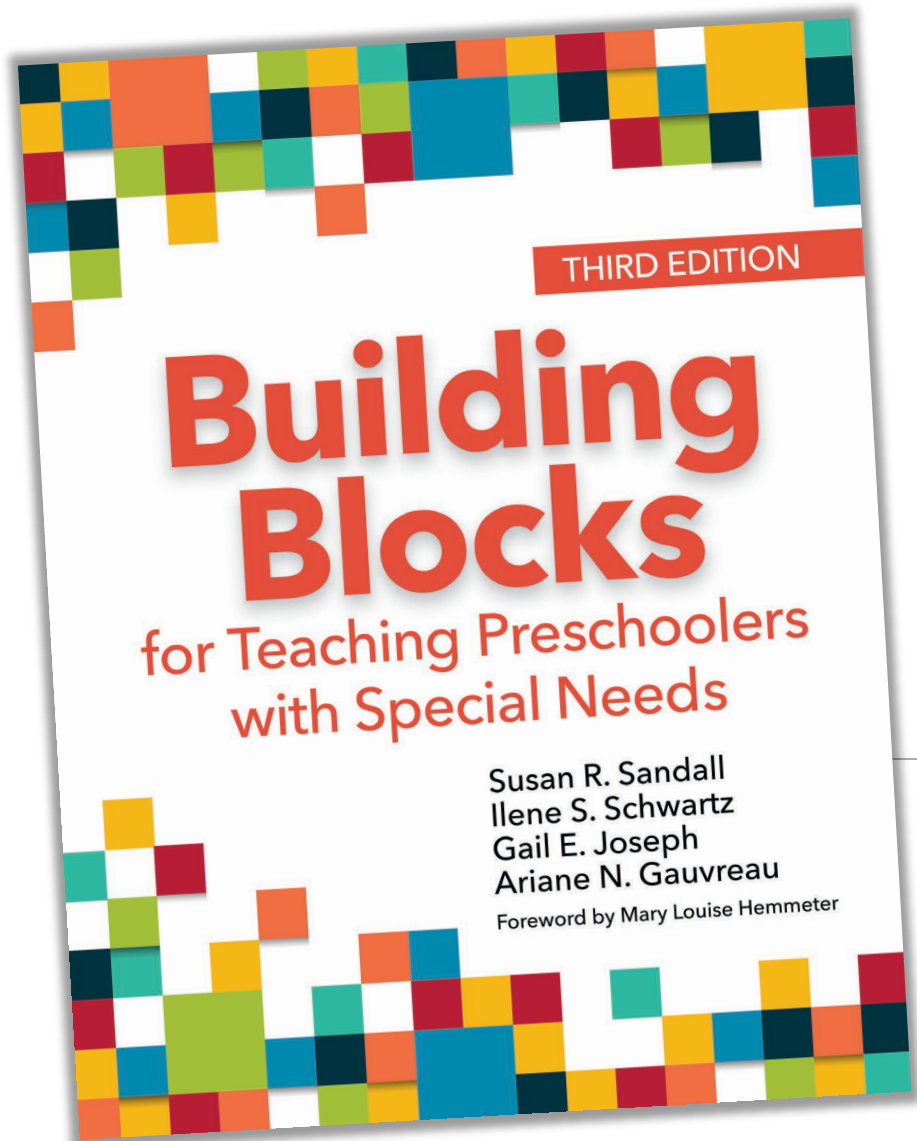
<https://eclkc.ohs.acf.hhs.gov/video/highly-individualized-teaching-learning-overview>

The Head Start Center for Inclusion provides resources for Head Start and all teachers of young children with disabilities and other special needs. The site provides training modules, video clips, visual supports and more.

<http://headstartinclusion.org/>

The Helpful Resources include books, articles, chapters, and websites that provide additional information about the main topic of the module.

These resources can be used as additional readings for participants.



Learn more and order today!

<http://bit.ly/Building-Blocks-3e>