

Enhancing Remote Instruction with the Building Blocks Framework

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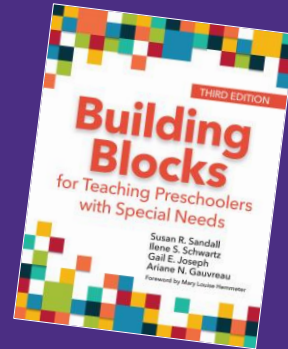
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Building Blocks for Teaching Preschoolers with Special Needs, Third Edition

Expanded with timely new content and consistent with DEC Recommended Practices, the third edition of this bestselling book will fully prepare a new generation of early childhood educators to teach and include every child.

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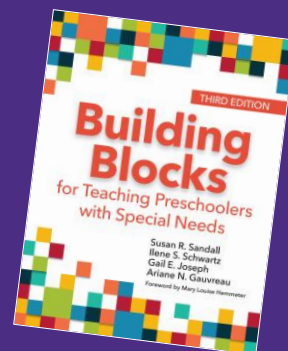
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Three attendees will be selected at random and emailed after the webinar. Submit your questions to increase your chances!



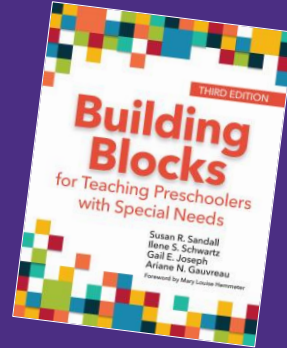
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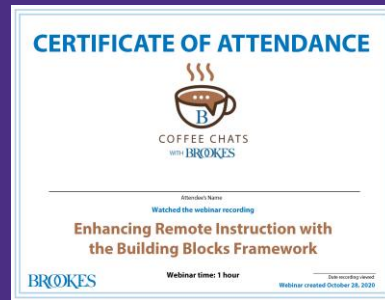
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Enhancing Remote Instruction with the Building Blocks Framework



Dr. Ilene Schwartz

- Professor of Special Education
- Director of the Haring Institute
- Director of Project DATA (Developmentally Appropriate Treatment for Autism)



Enhancing Remote Instruction with the Building Blocks Framework



I wish that I could really share these with you!!



Objectives

What is a multitiered system of support?

How can this type of system support remote learning?

How can you use a multitiered system of support to individualize instruction for young children?

How can you apply this type of system to monitor child performance?



Building Blocks Framework



Haring Center Framework for Online Support, Spring 2020

5. Implementation and Progress Monitoring
4. Individualize Instruction
3. Consider content and curriculum
2. Positive Behavior Intervention Supports
1. Resources and Policies to Support All Families

1. Creating and Implementing Resources and Policies to Support All Families

- Meeting Basic Needs
- Focus on Inclusion and Belonging
- Communicating Effectively, Efficiently, and Empathetically
- Focusing on Mental Health

Maslow Before Bloom



2. Providing Positive Behavior Intervention and Support at Home
- What are the issues that are important for families
 - Setting and teaching expectations and routines
 - Providing support

3. Consider Content and Curriculum
- What is the classroom curriculum?
 - Do families have the appropriate materials?
 - When will instruction occur?
 - Activity Matrix – home, child care

Activity Matrix -- Individual

	Comm.	Social	Self care	Safety
Table work	imitation			
circle	1-step dir.	participation		
Free play	Spatial concepts Puzzle Point to pic.	Par. Play Play game		Turn to name
Snack			Drink from cup	
transitions		Follow schedule	Hang up clothes Put on clothes	Walk stopping

Activity Matrix -- Class

	Brian	Sophie	Miles	Adam
table	Imitation Name writing			
Circle	1 step dir Partic.			
play	Vocabulary Puzzle Point to pic. Spatial con. Par. Play Play game Turn to name			
snack	Drink from a cup			
Trans.	Follow schedules			

4. Individualize Instruction

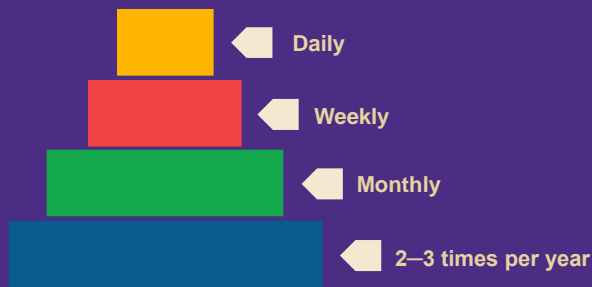
- Curriculum Modification
- Evidence Based Practices
- Specially Designed Instruction

5. Implement and Monitor Progress

- Assess
- Set Learning/IEP Goals
- Make Instructional Plan
- Implement Instruction
- Assess, Modify

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Building Blocks Framework



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An Example From the DATA Project Model

Here is an example to use to help parents collect data

Domain: Communication		
Overall Goal: Increase the number of and length of comments my child makes with family members		
Target Behavior: Answering questions that his parents and siblings ask at mealtimes	Specific Instruction: Use pictures to prompt communication during informal interactions. For example, the "snack talk" sheet that is attached has pictures of different superheroes. This form can facilitate communication by having everyone at the table take turns asking and answering questions. Children can point to answer. Adults can say can ask child to say more by asking specific questions such as "What do you like about Superman?" "What color is Batman's outfit?" Be sure to respond to your child and be positive when they try to take a turn.	Child Progress: 0 1 2
Comments/Questions?		

Questions?

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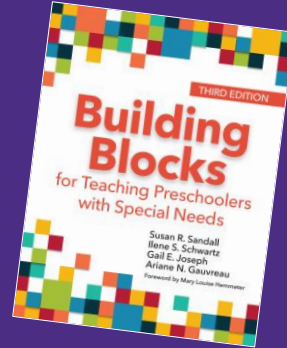
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COVID-19 Resources

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