DEFINITIONS OF STRATEGIES TO PROMOTE LEARNING AND DEVELOPMENT IN INCLUSIVE AND NATURAL LEARNING ENVIRONMENTS SETTINGS

Adaptations, Accommodation, and Modifications

 Alterations or adjustments to the physical environment, materials, activities, tasks, and routines, goals, and teaching strategies that facilitate and maximize child participation and learning. During morning circle when Naomi is asked where she wants to play during centers, she presses the blocks square on her Go Talk augmentative communication board. Or, while most students are practicing adding single digit numbers, Sam’s goal is to count twenty objects. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Universal Design (UDL)

 Designing environments, activities, materials, etc. so that they are accessible to all children. Consider the diverse abilities and needs of children when developing centers, planning daily activities and routines, selecting toys and materials, identifying goals, developing teaching and assessment strategies. The key to UDL is doing this during the development phase rather than as an afterthought when something does not work for one or more children.

Partial Participation

 Adapting the extent to which children participate in an activity or the ways that the child participates in an activity. This is based on the belief that a child should not be excluded from an activity just because he or she cannot fully participate or participate in the same manner as other children. Rather, all children should be allowed to participate to some degree in all activities. Dawson who is not able to throw the dice or grasp and release his token while playing a board game, participates in the game by knocking the dice off his wheelchair tray and then telling his partner how many spaces to move his token. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Prompting

 Antecedent cues that help the child perform skills successfully and appropriately. Several forms of prompting may be used including vocal, physical, gestural, modeled, pictorial, or written prompts. Prompts can be provided before and during an activity. Roberto is able to wash his hands independently by following a set of pictures that are taped to the wall above the sink that shows each hand-washing step. Provide only as much prompting as is necessary to help the child be successful. Slowly withdraw or fade prompts as the child is able to perform the skill or participate in an activity independently. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Scaffolding

Provide the type and amount of assistance needed to guide and support child learning and mastery of emerging skills.Identify a child's current skills and abilities, identify the next skills the child should be learning and then provide support to help the child achieve the new skill or perform the skill at a higher level. Scaffolding may include asking questions to help a child make connections between events and problem solve, expansions of a child's utterances, prompts and feedback to help the child perform the skill correctly (e.g., remember to say your friend's name).Mr. Gonzalez shows Amanda a picture of bee when she is trying to find something that rhymes with key. He sounds out the first letter of bee to help Ami find a rhyming word and he asks Andi to identify two words that rhyme with key. Provide only as much scaffolding as is necessary to help the child be successful. Slowly withdraw or fade scaffolding as the child is able to perform the skill or participate in an activity independently. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Naturalistic Strategies

This includes a variety of strategies in which adults arrange the environment or take advantage of opportunities occurring within the natural environment to promote learning and development. Naturalistic strategies may include the following:

 Time-delay: Adults provide prompts until the child reliably displays the behavior following prompts and then begin to delay prompts by waiting for the child to respond independently before providing prompts. During snack, Inga’s teacher tells her to ask for more cheerios and then provides cheerios after Inga makes the request. Inga’s teacher then puts the cheerios container in front of Inga and waits for Inga to request more cheerios. When Inga does this, she receives more cheerios. If she does not request more cheerios after the predetermined wait time, her teacher prompts her to ask for more cheerios.

 Activity-based Intervention (Embedded) and Routines-based Intervention: Adults provide opportunities to practice functional, meaningful, and individualized goals within naturally occurring and adult planned activities and routines. These strategies embed opportunities to practice skills and to receive instructional support within daily activities, routines, and transitions. Jeremie counts as he puts cups on each child’s placemat before snack.

 Incidental and Milieu Teaching: Adults respond to child initiations by requesting elaboration or by providing an appropriate or expanded model of communication. These strategies may occur during naturally occurring activities and routines or during teacher arranged and planned activities. Venika points to the music box. Ms. Loh asks Venika to tell her music box. When Venika says, “box” Ms. Loh says, "I like to hear you talking!" and gives her the music box.

Naturalistic Reinforcement: Adults arrange or provide consequences that are part of the natural environment or are the logical consequences for behavior. When Mariah signs “more juice” during dinner her mother refills her cup with juice. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Peer-Mediation

 This includes a variety of strategies in which peers promote learning. Peer-mediation may involve prompting, tutoring, modeling, and providing assistance and reinforcement. In order to give Anna opportunities to interact with peers, Shobit and Anna were paired together during a free play activity. Shobit was trained to make specific initiations to Anna and to provide prompts for joint or cooperative play. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assistive Technology

 This includes a variety of materials and equipment that increase, maintain, or improve the capabilities of a child with disabilities. Assistive technology (AT) can include simple, low cost materials such as adaptive grips that make it easier for children to grasp objects such as paint brushes and the Picture Exchange Communication System (PECS) in which children use pictures to communicate with other individuals. AT also can include higher-cost equipment such as touch screens that allow access to computer programs and alternate speech programs such as Go Talk. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Shaping

 Reinforcing small steps or successive approximations of a skill or behavior. Identify a child’s current level and then slowly build on this to achieve a final goal. For example, Katrina’s goal is to write her name. Katrina’s initial skill level is that she is able to identify the first letter in her name upon entering the class in the morning. She then recognizes her whole name. Next, she colors her name. Once she is able to do this, the teacher helps her trace the first letter in her name. This is followed by tracing all of the letters in her name. Katrina continues to trace the letters in her name as they sample is faded to the point where she can write her name independently. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Task Analysis

 Divide a task into small steps and teach one step at a time while providing assistance with the remaining steps that are not being taught. For example, Ms. Rocio developed a task analysis of hand washing (e.g., get the paper towels and take to the sink, turn on the water, wet hands, put soap on hands, rub hands, rinse hands in water, turn off water, dry hands with the towel, and throw the towel in the garbage can). She first teaches Cali to get the paper towel, and she helps Cali perform the remaining steps. She then adds the second step to the sequence while helping Cali complete the remaining steps in the task. When Cali can get the paper towel and turn on the water by herself, Ms. Rocio next teaches the next step in the sequence and so on until Cali washes her hands independently. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**OTHER ACTIVITIES**

Adapt a Toy

Ask participants to bring a toy that would be found in an early childhood setting. They should then dem­onstrate how they would adapt, introduce, and use this toy with children with various disabilities or char­acteristics (i.e., cognitive delays, motor difficulties, visual impairments).

Adapting Group Activities

The Adapting Group Activities handout below describes an activity (Developing Valentine boxes). Identify how you would adapt this activity for each of the children described in the handout (Huey, Becca, and Jody). As you do this, identify what problems the child may experience in meeting goals, using materials, or participating independently in the activity. Then describe how you will adapt the activity for each child so that he or she can participate as much as possible. You may consider the various types of adaptation and other strategies discussed in class (e.g., alter the difficulty, adjust the time, change ma­terials, partial participation, peer mediation, change teaching strategies or student output, etc.) as you develop adaptations.

**Lesson: Developing Valentine Boxes**

**Materials**

Shoeboxes, colored paper, scissors, glue, sequins, stickers, markers

**Goals**

Children will cut paper for their shoebox. Cover the box and lid with colored paper and then decorate their box with remaining materials. Children will write their name on the lid of their box and put their box in their cubby.

**Methods**

Have materials ready on four different tables. There will be four children per table. Give all children in­structions for doing the total task, and then tell children to select a table. Rotate among the tables to pro­vide assistance, and restate instruction or task steps as needed. Use scaffolding to promote concepts and skills such as color and shape identification, writing, sharing and peer interaction, and fine motor.

1. Huey is a 6-year-old child who has cerebral palsy and uses a wheelchair. He had delays in fine motor and communication skills. He is not able to grasp, hold, or release objects. Huey has low muscle tone and does not have controlled use of his hands and arms; also, he does not hold his head upright for more than 60 seconds at a time. Huey uses single words to communicate, but he is very difficult to understand, especially for his peers. Huey enjoys being with peers, and his parents want Huey to par­ticipate in all classroom activities.

2. Becca is a 5-year-old child who is blind. Becca is ambulatory and independent in walking from center to center. She requires assistance, however, when moving to the bathroom, identifying her cubby, and when the class is outside. Becca has age-appropriate communication skills. She shows delays in fine motor, adaptive, and cognitive skills and in social interaction and play. Becca prefers to play by herself or with an adult. She does not initiate or respond to peers. As a result, the other children in class often ignore her. When they do try to interact with her, she often yells at them and she has been ag­gressive a few times.

3. Jody is a 4-year-old child with attention deficit/hyperactivity disorder (ADHD). Jody chatters constantly to peers and adults. She had problems staying with activities for the expected amount of time and often leaves an activity after 5 or 10 minutes. When she is in an activity, she sometimes listens and follows directions. Usually, however, she talks to peers when she should be listening or she begins to sing and rock or to bother peers. As a result, she often doesn’t know what she should be doing during activities. Jody has a low tolerance for frustration, and when she doesn’t know what to do or encounters situations that are difficult, she throws materials and screams.

Role Play Activities

Develop vignettes with different parts and perspectives for students to adopt (e.g., an early childhood educator, early childhood special educator, teacher assistant, parent, speech pathologist). The vignette can pose a problem (e.g., the parent wants her child included in the regular education kindergarten but the teacher and speech pathologist believe a self-contained class is more appropriate). Participants read their role and goal of the activities (e.g., to identify placement, develop IEP goals) and then role play a meeting. After the role play, they debrief by discussion their experiences, what worked, and what should be changed. They also can write a reflection about the activity.

Self-Reflection Paper

Participants describe their own experiences with inclusion or early intervention and identify positive and negative aspects of their experiences for children, service providers, and families. They then identify three strategies that may have addressed some of the difficult aspects they described and provide a rationale for how those strategies may have helped. This type of paper could also be written after interviewing service providers or observing in classrooms.

Interdisciplinary Collaboration to Adapt Lesson Plans

Students work with a partner or small group that consists of individuals from a variety of disciplines. They complete a project together such as developing a classroom activity, adapting the activity for a child with special needs, and administering the lesson in an inclusive classroom.

Internet, Book, or Blog Review

Students review a variety of Web sites related in general to early intervention and early childhood special education and specifically to inclusion and natural learning environments. As part of the assign­ment, ask that they write a summary of the information provided on each site and how the information could be helpful to service providers and families.

Students also can read books or blogs written by parents of children with disabilities and write a reflection. Some examples are:

Chronicles of Ben <http://www.davidroyko.com/benstories.htm>

Noah's Dad **noahsdad**.com/

Mostly True Stuff <https://www.facebook.com/MostlyTrueStuff> <http://www.lexistential.com/>

<http://www.disabilityisnatural.com/>

Exploring the Wonderful World of Autism <http://carriecariello.com/2015/02/16/why-i-wasnt-afraid-to-label-my-son/>

Adapted from Chandler & Maude (2008) and Chandler, Miller Young, & Cirincione (2011).

**PERSON FIRST LANGUAGE**

Words used to describe people with disabilities should emphasize the person first and then, if it is necessary, the disability. Person first language recognizes that people with disabilities are more alike than different from people without disabilities. Person first language focuses on the person, not the disability. It describes the disability as something an individual has, not as what he or she is.

**Non Person First Language Person First Language**

Instead of …………………………………...Use.…………………………………………………

Crippled child Child with cerebral palsy

Down syndrome boy Boy with Down syndrome

Autistic girl Girl who has autism

Wheelchair-bound student Student who uses a wheelchair

She suffers from epilepsy She has epilepsy

He is special ed He receives special education services

He is in special education He receives special education services

He is a victim of retardation He has mental retardation (or a cognitive disability

I teach LD or BD kids I teach students with learning disabilities or behavior disorders

My child is ADHD My child has ADHD

Mom, Dad Mrs. \_\_\_\_, Mr. \_\_\_\_

The disabled People who have disabilities

Handicapped people People with disabilities

Handicapped parking Accessible parking

Adapted from Kathy Snow. See <http://www.disabilityisnatural.com/> for full article.