

Including All Children: *Individually Appropriate Practice*

WHAT'S IN THIS PD2GO PACK?

Young children learn best when their individual learning needs are met. This pack highlights ways in which teachers/providers can provide individualized learning experiences embedded within their daily teaching routine.

Your Participants Will...

increase their capacity to support individual children's developmental needs by embedding opportunities for targeted learning experiences within their daily routine.



SUPPORTING MATERIALS

Facilitator's Guide Everything you need to facilitate this PD2GO presentation on *Individually Appropriate Practice*, including an interactive presentation page along with step-by-step presenter's notes.

Coaching Corner One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.


Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge through **Digging Deeper**, **Resource Links**, and **Family Connections**.

HOW TO USE THIS FACILITATOR'S GUIDE

This Facilitator's Guide will provide you with step-by-step information on how to present this session using the interactive presentation page and downloadable materials specific to this PD2GO pack. We recommend [opening the pack presentation](#) as you go through this Facilitator's Guide.

Presentation Information

Text written in italics is meant to be spoken out loud during the course of the presentation.

Other text, marked with this icon , offers important information such as instructions or suggested answers to facilitate the presentation of this PD2GO pack.

THE INTERACTIVE PRESENTATION PAGE

The presentation page includes the following elements:

Steps

Click on each number icon to begin the section of the presentation—use the presenter's notes in this guide to facilitate each step of the presentation.



DOWNLOADABLE MATERIALS

In This Pack

Click on the downloadable materials hyperlink to access all materials related to this presentation.


In This Bundle


Click on the downloadable materials hyperlink to access all additional resources and materials that can be used with this presentation and other related packs.

MATERIALS

In this pack, you will find:

[Download all \(4.1 MB\)](#)

 [Facilitator's Guide \(4 MB\)](#)
Everything you need to facilitate this PD2GO presentation on Individually Appropriate Practice, including an interactive presentation page along with step-by-step presenter's notes.

 [Coaching Corner \(150 KB\)](#)
One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.

 [Handout: Supporting Individually Appropriate Practice \(290 KB\)](#)

In this bundle, you will find:

[Download all \(290 KB\)](#)

Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge. The resources include:

 [Digging Deeper \(230 KB\)](#)

 [Family Connections \(270 KB\)](#)

 [Resource Links \(160 KB\)](#)


EXPANDING ON THIS PD2GO PACK

This presentation on *Individually Appropriate Practice* can be used individually or in conjunction with the related pack in the bundle, *Inclusive Environments*. Additional resources and materials in this bundle (*Digging Deeper*, *Resource Links*, and *Family Connections*) are designed to extend skills and knowledge around these related packs, provide links to resources, and promote partnerships with families.



**STEP 1:
START**

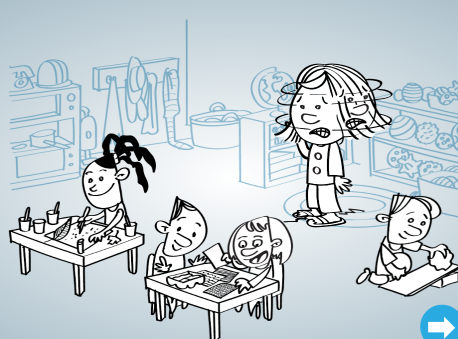

PRESENTATION SEQUENCE

Step 1



Think of a time when you had several tasks to accomplish.

FACILITATOR'S NOTES

[1 min]

CLICK 

Step 1 - Start

Facilitator: *Let's think of a time when you felt like you had several tasks that you were trying to accomplish at the same time. Maybe there were some things that were easier for you to do than others.*

CLICK 

Facilitator: *Even though it was important for you to accomplish the tasks on your list, there was so much to do that you weren't sure exactly how to get started or how to get it all done. You may have felt overwhelmed. What did you do to help yourself accomplish all these tasks?*



Pause for a few responses. Here are some suggestions to use if the group needs prompting:

- Made a plan
- Picked or listed specific things to work on
- Made a timeline for the plan
- Just got started

Facilitator: *Most of us were able to accomplish our tasks by targeting specific tasks, making a plan, and then implementing the plan.*

CLICK 

Facilitator: *In every group of children there will be a variety of learning needs. Sometimes, when there are many diverse learning needs, it can be challenging to figure out where to start and how to help each child learn and grow.*

CLICK 

STEP 1: *Continued* START

PRESENTATION SEQUENCE



Intentional planning is key to providing individually appropriate experiences for each child.



Go to step 2: CONNECT

FACILITATOR'S NOTES

Facilitator: *Intentional planning is key to providing individually appropriate educational experiences for each child.*

STEP 2: CONNECT

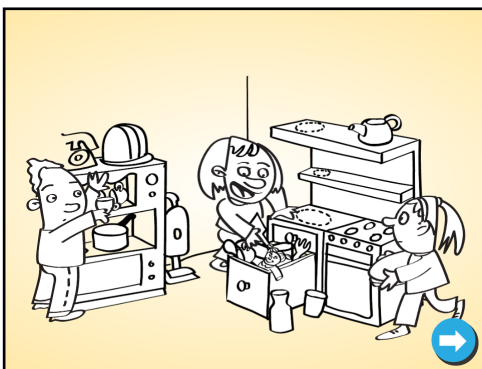
PRESENTATION SEQUENCE

Step 2



Let's consider Della.





FACILITATOR'S NOTES

[2 min]



Step 2 - Connect

Facilitator: *Let's take a moment to think about something that many children are expected to do during the routine of their day.*



Facilitator: *In the dramatic play area, children sort toys as they are putting them away. Even though most children line up the plates with the pictures in the cupboards, some children need extra support. For instance, let's consider Della. She plays well in the dramatic play area but struggles with cleaning up. At clean up time, she takes all the toys and shoves them in the cupboard instead of placing them in the outlined spots.*

STEP 2: *Continued* CONNECT

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
-----------------------	---------------------

Facilitator: *In order to create learning experiences that are appropriate for Della, we need to try to figure out what kind of support she needs. When helping children learn new skills, it's important to think developmentally and target a certain skill area. So, we need to figure out what part of the task the child needs to learn or what the child's interests are. Identifying this targeted skill allows us to figure out the next steps in supporting skill development.*

What skills do you think Della might need additional support practicing?



Pause for a few responses. Here are some suggestions to use if the group needs prompting:

- She needs additional support in matching items.
- She needs assistance understanding the clean-up routine.
- She needs guidance categorizing items.
- She needs help following directions.



Facilitator: *Once we identify the challenge, we can figure out how and when to provide support within our teaching routine. Intentional planning helps us to meet individual children's learning needs.*



Intentional planning helps skill development.



Go to step 3: LEARN

STEP 3:
LEARN

PRESENTATION SEQUENCE

FACILITATOR'S NOTES

Step 3

Intentional planning is a vehicle
for supporting individually
appropriate practice.





[3 min]



Step 3 - Learn

Facilitator: *Intentional planning is a vehicle for supporting individually appropriate practice.*





Facilitator: *The following steps can be used to implement individually appropriate practice throughout your daily routine:*

- Identify target skills.
- Break skills into smaller parts.
- Embed practice opportunities.
- Provide scaffolded support.
- Document progress.

Let's use these steps to think about how to support Della.



Facilitator: **Identify target skills.**

Identify Target Skills




Through ongoing observations, we identify the specific skills that children can do independently and which ones still require adult support. In the previous example, Della began moving toys when asked to clean up but did not sort the toys as she put them away. Amber, Della's teacher, noticed Della also did not sort in other contexts, like during art time and while playing with table toys. Amber identified sorting as a good target skill for Della to practice.



STEP 3: *Continued*
LEARN

PRESENTATION SEQUENCE

FACILITATOR'S NOTES

Break Skills into Smaller Parts

SORTING

- Identify similar objects.
- Sort objects.
- Place like objects together.

A cartoon girl stands with a hand on her chin, looking thoughtful. A thought bubble above her contains the word 'SORTING' and a list of three tasks: 'Identify similar objects.', 'Sort objects.', and 'Place like objects together.' A blue arrow points to the right in the bottom right corner.

Facilitator: ***Break skills into smaller parts.***

Once a target skill is identified, break it into smaller parts. For example, in order to develop her sorting ability, Della needs to master several sub-skills:

- *Identify objects that are the same.*
- *Sort them out from a bigger group of objects.*
- *Put matching objects together.*



Facilitator: ***Embed practice opportunities.***

After the skill is broken into smaller parts, create opportunities for the child to practice the smaller parts throughout the day. In Della's case, she can practice sorting while cleaning up at the dramatic play area. She may also be able to practice by sorting different types of materials during other activities, such as blocks, art materials, shells, and other natural materials.

Embed Practice Opportunities

A cartoon girl is shown in four circular vignettes: 1) sorting items into a box, 2) sorting items into containers, 3) sorting items on a table, and 4) sorting items on the floor. A blue arrow points to the right in the bottom right corner.



Facilitator: ***Provide scaffolded support.***

Next, provide scaffolded support during practice opportunities. Scaffolding helps children acquire and master new skills.

Provide Scaffolded Support

Let's find a block that looks the same.

A cartoon girl is talking to a child who is playing with blocks. A speech bubble from the girl says, 'Let's find a block that looks the same.' A blue arrow points to the right in the bottom right corner.



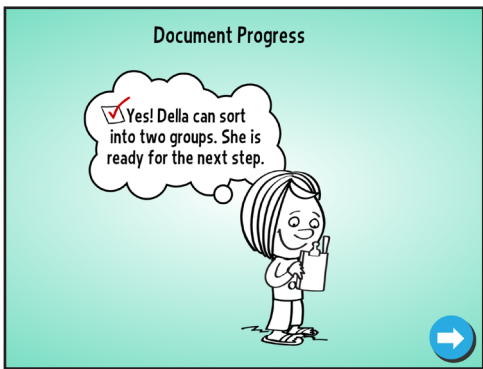
*See the *Intentional Interactions in Teaching* pack, titled *Scaffolding*, for more information about supporting children in learning new skills.*

Facilitator: *Scaffolding requires specific actions from teachers/providers:*

- *Observe the child closely.*
- *Meet the child at their level, choosing the amount and kind of support they need.*
- *Use various scaffolding strategies to take the child to the next level.*

STEP 3:
LEARN *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
-----------------------	---------------------



Facilitator: *In Della's case, Amber may want to try removing some of the objects from the area so Della can focus on sorting only two kinds of objects, such as a fork and a bowl instead of all of the items in the dramatic play area. Amber could also model sorting in the block center.*



Facilitator: **Document progress.**

Finally, it is important to observe children throughout this process and document progress. This allows teachers/providers to determine if they are providing the right level of support and identify when the child is able to consistently complete the smaller steps independently. As children progress, we want to help them move to the next step until they are able to accomplish the entire task. For example, once Della is able to easily sort objects into two groups, she can start sorting objects into three groups such as forks, cups, and bowls. As we observe, we can adjust our approach to support where the child is in the development of the skill.



Facilitator: *Remember the steps to supporting individually appropriate practice:*

- *Identify target skills.*
- *Break skills into smaller parts.*
- *Embed practice opportunities.*
- *Provide scaffolded support.*
- *Document progress.*



Support Individually Appropriate Practice

- Identify target skills.
- Break skills into smaller parts.
- Embed practice opportunities.
- Provide scaffolded support.
- Document progress.



Go to step 4: PRACTICE

STEP 4: PRACTICE

PRESENTATION SEQUENCE



FACILITATOR'S NOTES

[6 min]

CLICK

Step 4 - Practice



Reference handout.

"Supporting Individually Appropriate Practice"

Facilitator:

Let's use the steps to support individually appropriate practice with another scenario. While playing outside, Alejandro pushes past people at the slide instead of waiting his turn.

CLICK



Break participants into pairs. Using the scenario of Alejandro pushing past people at the slide, participants will answer the questions on the handout. Then invite participants to share their responses. The questions with suggestions for responses are as follows:

Facilitator:

1. What targeted skills might Alejandro need to work on?



Possible suggestions include waiting, taking a turn, or keeping his body to himself.

Facilitator:

2. Pick one of the skills you named. What are its smaller parts?



Answers will vary depending on the skill chosen. Possible answers for taking turns are as follows: a) look at the activity to figure out what is going on, b) decide if someone else is doing what the child wants to do, c) practice waiting, d) go only when it is your turn.

STEP 4:
PRACTICE *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
-----------------------	---------------------

Facilitator: **3. *When could you embed practice opportunities into the day?***



Suggestions for practice with taking turns could be as follows:

- Waiting to take a drink from the water fountain
- Waiting for a turn during a board game
- Waiting for a turn to share during circle time

Facilitator: **4. *How could you provide scaffolded support for this skill?***



Possible answers could be as follows:

- Prompting him to wait or count to five for his friend to get to the bottom of the slide before he climbs the ladder
- Reminding him of the rules of the slide before he goes down the slide
- Prompting him to tell you when his friend is at the bottom of the slide
- Modeling taking turns; point out when you're taking a turn and when others are taking a turn

Facilitator: **5. *How will you document progress?***



Teachers record repeated observations in different settings.



Facilitator: *As you can see, by following these steps, we are able to implement individually appropriate practices for our children. These individual learning experiences can be embedded throughout the day.*



Embed individual learning experiences throughout the day.



Go to step 5: EXPAND

**STEP 5:
EXPAND**

PRESENTATION SEQUENCE

FACILITATOR'S NOTES

Step 5



Apply individually appropriate practice in your learning environment.




[3 min]



Step 5 - Expand


Facilitator: *Now let's apply the steps to support individually appropriate practice to a child in your learning environment.*



Facilitator: *Think of a time when a child will need individualized support to learn a skill.*



Reference handout.

 **"Supporting Individually Appropriate Practice"**

Facilitator: *Follow the steps on the handout, and see if you can identify one skill to embed into your daily schedule for a child this week. Identify what you need to get started, and select a few times throughout the daily routine when the skill can be practiced. Share your ideas with the people next to you.*



Facilitator: *Meeting individual learning needs can be done by following the steps to support Individually appropriate practice. By targeting skills, providing scaffolded supports, and embedding opportunities to practice throughout the daily teaching routine, you can meet individual learning needs.*



Support individually appropriate practice by targeting skills, scaffolding support, and embedding practice opportunities within your daily routine.




THIS PD2GO PACK WAS INFORMED BY THE FOLLOWING RESOURCES:

California Department of Education (2009). *Inclusion works: Creating child care programs that promote belonging for children with special needs*. Retrieved from <http://www.cde.ca.gov/sp/cd/re/documents/inclusionworks.pdf>

Pretti-Frontczak, K., & Bricker, D. (2004). Application of activity-based intervention. *Activity-based approach to early intervention* (3rd ed.) (pp. 105–155). Baltimore, MD: Paul H. Brookes Publishing Co.