ARTICLES

DiCarlo, C. F., & Vagianos, L. (2009). Using child preferences to increase play across interest centers in inclusive early childhood classrooms. *Young Exceptional Children, 12(*4), 31–39. doi:10.1177/1096250609339156

This article describes elements of naturalistic teaching methods to facilitate child-focused instruction. It includes guidelines for using matrices to track such things as preferred toys and which interest areas a child spends the most and least time in. To increase play across centers, a teacher can include the child's most preferred toys in their least preferred center.

Thompson, S. D., & Raisor, J. M. (2013). Meeting the sensory needs of young children. *Young Children, 68*(2), 34–43.

This article explains sensory processing and the patterns of processing that children exhibit. It includes examples of how a teacher can set up their classroom environment to support children's individual sensory needs.

BOOKS AND BOOK CHAPTERS

Epstein, A. S. (2007). Best practices for intentional teaching. In B. Pollack & L. Bowles (Eds.), *The intentional teacher: Choosing the best strategies for young children's learning* (pp. 9–22). Washington, DC: National Association for the Education of Young Children.

This chapter gives an overview of best practices with a section on including children with special needs in classroom activities.

Sandall, S. R., Hemmeter, M. L., Smith, B. J., & McLean, M.E. (2005). *DEC recommended practices*: *A comprehensive guide for practical application in early intervention/early childhood special education*. Missoula, MT: Division for Early Childhood.

This comprehensive guide aids in the development and implementation of effective practices for individualizing teaching for young children.

Sandall, S., Schwartz, I., & Joseph, G. (2001). *A Building Blocks model for effective instruction in inclusive early childhood settings* (2nd. Ed.). Baltimore, MD: Paul H. Brookes Publishing Co.

This book provides teachers with practical, research-based practices for providing support to children with special learning needs within the context of ongoing classroom activities. The authors offer several worksheets for determining what and when to teach for individual children.

WEB RESOURCES

15-minute In-service Suites: Activity Matrix: Organizing Learning Throughout the Day

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/practice/Individualized/embed.html

This is a 15-minute in-service suite developed by the National Center on Quality Teaching and Learning. This in-service suite provides information on how teachers can organize children's learning objectives in order to embed more teaching and learning opportunities throughout the day.

15-minute In-service Suites: Individualizing

http://depts.washington.edu/hscenter/individualizing

This in-service suite developed by the Head Start Center for Inclusion (HSCI) focuses on individualizing in Head Start classrooms and provides an overview on how to give the right amount of support to a child. The HSCI provides information and training for teachers, supervisors, and parents on including children with disabilities into Head Start programs.

Training Module: Embedded Learning Opportunities

http://depts.washington.edu/hscenter/elo

This in-service suite developed by the Head Start Center for Inclusion (HSCI) offers specific strategies for embedding learning opportunities in a busy classroom. Learning activities provide opportunities to create organizational plans for use in the classroom.

Strategies for Dual Language Learners

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/dll-strategies.pdf

This document developed by the National Center on Cultural and Linguistic Responsiveness (NCCLR) offers strategies and examples for ways teachers can support a variety of children who are learning English.

Individualizing Care for Infants and Toddlers--Part 1 and 2

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/docs/ehs-ta-16.pdf

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/docs/ehs-ta-17.pdf

These Technical Assistance Papers developed by the Early Head Start National Resource Center offer information about individualization for all infants and toddlers in Early Head Start.