



ARTICLES

Boat, M. B., Dinnebeil, L. A., & Bae, Y. (2010). Individualizing instruction in preschool classrooms. *Dimensions of Early Childhood, 24*(1), 3–10.

This article discusses the importance of social competence for young children. Suggestions and examples are provided as to how teachers can set up their classroom environment to encourage social interaction between children, as well as ways to teach key social interaction skills.

Pretti-Frontczak, K., Jackson, S., Gross, S. M., Grisham-Brown, J., Horn, E., Harjusola-Webb, S., Lieber, J., & Matthews, D. D. (2007). A curriculum framework that supports quality early childhood education for all young children. In E. Horn, C. Peterson, & L. Fox (Eds.), *Young Exceptional Children Monograph Series No. 9: Linking curriculum to child and family outcomes* (pp. 16–28). Missoula, MT: Division for Early Childhood.

This article discusses the importance of a curriculum framework as a dynamic system that serves as the foundation for high-quality early childhood programs for preschool-age children.

BOOKS

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. R., Schwartz, I., & Joseph, G. (2008). *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.

WEB RESOURCES

Center on the Social and Emotional Foundations for Early Learning

Module 3a: Individualized Intensive Interventions: Determining the Meaning of Challenging Behavior

Module 3b: Individualized Intensive Interventions: Developing a Behavior Support Plan

http://csefel.vanderbilt.edu/resources/training_preschool.html#mod3a

The Center on the Social and Emotional Foundations for Early Learning website features training materials and support for promoting the social–emotional development and school readiness of young children, birth to age 5.

These featured training modules focus on individualized teaching strategies for children with challenging behavior.

Early Childhood Learning and Knowledge Center: Adaptations for Children with Disabilities

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Individualization/Children%20With%20Disabilities/edudev_art_00001_060205.html

The Early Childhood Learning and Knowledge Center provides a wealth of resources for working with children who have disabilities and their families. This particular link provides descriptions and examples of seven types of modifications and adaptations.

Adaptations for Children Who are Advanced in Development

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Curriculum/Teaching%20Strategies/edudev_art_00603_121305.html

This document focuses on adaptations that support children who exhibit advanced learning and development.

Head Start Center for Inclusion: Individualizing

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

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



For more information, contact us at: NCQTL@UW.EDU or 877-731-0764

This document was prepared under Grant #90HC0002 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Quality Teaching and Learning.
SPRING 2014