



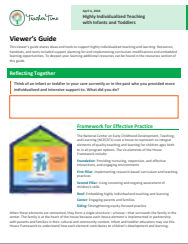
April 4, 2024

Highly Individualized Teaching with Infants and Toddlers

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 Special guest:
Jennifer Fung, NCECDTL




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Viewer's Guide

Highly Individualized Teaching with Infants and Toddlers




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Our Time Together: Highly Individualized Teaching




Framework for Effective Practice




Teacher Toolbox




The BookCASE



All About You!



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Thank you!
You make a difference


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Reflection

Think of an infant or toddler in your care currently or in the past who you provided more individualized and intensive support to.


What did you do?



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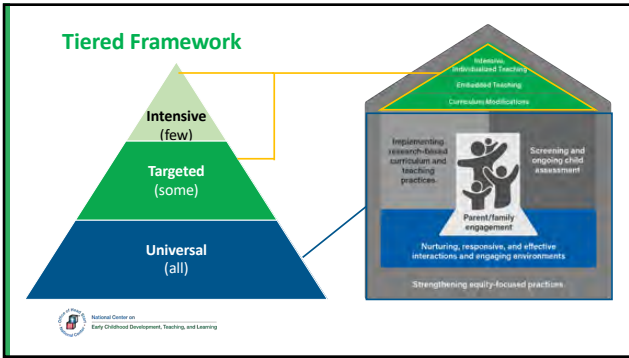
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Framework for Effective Practice

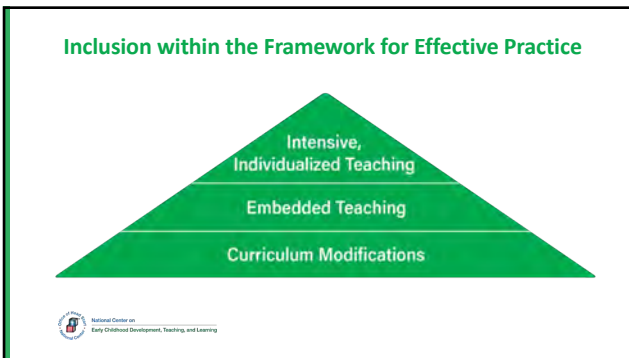


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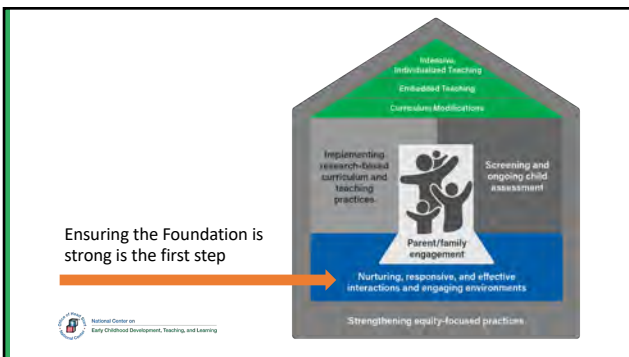
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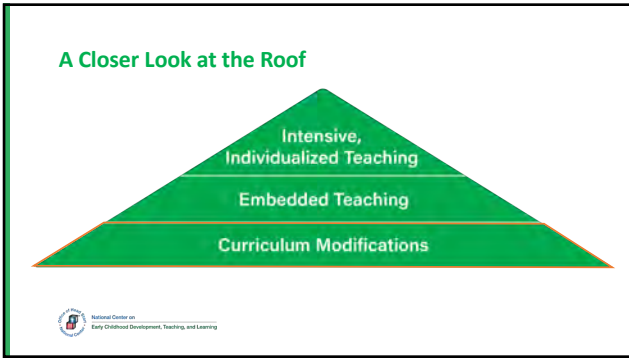


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When an infant or toddler is **experiencing difficulty accessing or participating** in everyday routines and activities – we start by looking at the foundation of the roof.

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Curriculum Modifications

“A change to the ongoing classroom activity or materials in order to facilitate or maximize a child’s participation in planned activities, interactions, and routines.”

— Sandall, Schwartz, Joseph & Gauvreau, 2019

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Curriculum Modifications
Exploring Sensory Balls

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When an infant or toddler **needs extra practice** learning a new skill or to achieve a goal from their IFSP.

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Embedded Learning Opportunities

What to Teach When to Teach How to Teach

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Embedded Teaching

Following Directions

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When an infant or toddler needs more intensive and specialized skill building.

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Intensive, Individualized Teaching
Response Prompting

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Remember!

You are not alone!
There is a team of people in Early Head Start who are there to support you in providing individualized teaching and learning to young children.

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Getting Started with Highly Individualized Teaching



1. Identify and clarify the child and family's routine
2. Gather information on individual child and family goals and objectives
3. Clarify the current concerns/learning needs of the child
4. Create a plan
5. Construct an activity matrix for group care and home
6. Implement the plan
7. Evaluate the plan and monitor child progress



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Partnering with Families



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Steps 1 and 2

1. Identify and clarify the child and family's routine
2. Gather information on individual child and family goals and objectives



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2. Gather information on individual goals and objectives

- Individual and Family Service Plan (IFSP)
- A Routines Based Interview to determine Family Priorities



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3. Clarify the current concerns/learning needs of the child



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Daily Routines	What do we expect	How is the child doing?	What is the concern or learning opportunity?
Arrival/ Drop off	Children say goodbye, go to carpet and play with a toy	<input type="checkbox"/> Good <input type="checkbox"/> Needs support <input type="checkbox"/> Needs challenge	
Breakfast	Children wash hands, sit at table, request food, eat food with utensils or fingers and drink with a sippy cup	<input type="checkbox"/> Good <input type="checkbox"/> Needs support <input type="checkbox"/> Needs challenge	
Play time	Children move to an area and play with toys and materials, use words to request a turn	<input type="checkbox"/> Good <input type="checkbox"/> Needs support <input type="checkbox"/> Needs challenge	
Diapering/ Toileting	Children go with teacher to be changed, help carry diaper or use toilet with support	<input type="checkbox"/> Good <input type="checkbox"/> Needs support <input type="checkbox"/> Needs challenge	
Outside Play	Children use gross motor skills to move bodies and play	<input type="checkbox"/> Good <input type="checkbox"/> Needs support <input type="checkbox"/> Needs challenge	

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Daily Routines	What do we expect	How is the child doing?	What is the concern or learning opportunity?
Arrival/ Drop off	Children say goodbye, go to carpet and play with a toy	<input checked="" type="checkbox"/> Good <input type="checkbox"/> Needs support <input type="checkbox"/> Needs challenge	
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Daily Routines	What do we expect	How is the child doing?	What is the concern or learning opportunity?
Arrival/ Drop off	Children say goodbye, go to carpet and play with a toy	<input checked="" type="checkbox"/> Good <input type="checkbox"/> Needs support <input type="checkbox"/> Needs challenge	<ul style="list-style-type: none"> N/A Happy in mornings, gives dad a high five, heads to cars on carpet
Breakfast	Children wash hands, sit at table, request food, eat food with utensils or fingers and drink with a sippy cup	<input type="checkbox"/> Good <input checked="" type="checkbox"/> Needs support <input type="checkbox"/> Needs challenge	<ul style="list-style-type: none"> Has difficulty with remembering steps for handwashing and pumping soap Gets confused and frustrated with where to sit Has difficulty scooping up soft foods with spoon
Play time	Children move to an area and play with toys and materials, use words to request a turn	<input type="checkbox"/> Good <input checked="" type="checkbox"/> Needs support <input type="checkbox"/> Needs challenge	<ul style="list-style-type: none"> Grabs toys from others Sits very near, sometimes on other children
Diapering/ Toileting	Children go with teacher to be changed, help carry diaper or use toilet with support	<input checked="" type="checkbox"/> Good <input type="checkbox"/> Needs support <input type="checkbox"/> Needs challenge	<ul style="list-style-type: none"> N/A Notifies teacher when he needs to be changed. Begin potty training.
Outside Play	Children use gross motor skills to move bodies and play	<input type="checkbox"/> Good <input type="checkbox"/> Needs support <input checked="" type="checkbox"/> Needs challenge	<ul style="list-style-type: none"> Loves basketball, bring out hoops and more balls

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4. Create a plan





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Making a Plan for Curriculum Modifications

Daily routine/activity	Concern?	How will we modify?	Materials and Prep	Who will prep by when?	Is it working?
Breakfast	<ul style="list-style-type: none"> Has difficulty with remembering steps for handwashing and pumping soap Gets confused and frustrated with where to sit Has difficulty scooping up soft foods with spoon 	<ul style="list-style-type: none"> Adult support w/hand washing Visual of where to sit Adaptive bowl and spoon 	<ul style="list-style-type: none"> Name and photo placemats Adaptive bowls and spoons 	Annie by 4/8 Ruby (DSC) by 4/10	<input type="checkbox"/> Yes <input type="checkbox"/> No Notes:
Play time	<ul style="list-style-type: none"> Grabs toys from others Sits very near, sometimes on other children 	<ul style="list-style-type: none"> Visuals of where to sit Adult support with requesting turns 	Carpet squares Timer	Annie by 4/8	<input type="checkbox"/> Yes <input type="checkbox"/> No Notes:
Diapering/ Toileting	<ul style="list-style-type: none"> Notifies teacher when he needs to be changed. Begin potty training. 	<ul style="list-style-type: none"> Begin potty training schedule 	Pull ups	Tina by 4/10	<input type="checkbox"/> Yes <input type="checkbox"/> No Notes:

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Plan for Embedded Learning Opportunities

What will we teach?	When will we teach?	How will we teach?
Learning goal: Using two-word approximations to request turns	When the child wants something or a turn	Provide highly desired toys that require turn taking and offer only small portions of snack foods each serving. Model using words, "my turn" or "more fish"

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5. Construct an activity matrix for childcare or home

	J.O.	Z.K.
Transitions / Bathroom	follow directions	
Mini Free Choice		commenting on play
Breakfast	self-calming problem-solving	self-calming
Circle		
Play Court	cooperative play	
Small Group	participate with group	commenting on play
Free Choice	cooperative play	sustained interactions
Play Court		
Lunch		novel / un-preferred task
Circle	participate with group	
Departure		

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Creating an Activity Matrix

Consider the following learning goals for a two-year-old with a developmental delay:

- Using two-word approximations
- Functionally playing with toys (e.g., stacking toys and shape sorters)
- Saying "all done" (instead of crying)
- Drinking from a cup with a straw instead of a bottle



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Creating an Activity Matrix

When might a teacher work on these goals in their toddler classroom?

In which routines can instruction on these skills be easily embedded?



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Activity Matrix in Group Settings

Daily Schedule	Goal: Using two-word phrases	Goal: Playing with Toys	Goal: Saying All Done	Goal: Drinking from a straw



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Daily Schedule	Goal: Using two word phrases	Goal: Playing with Toys	Goal: Saying All Done	Goal: Drinking from a straw
Play Time	"My turn" "Go car"	Stacking Cups (add Paw Patrol stickers to entice)		
Diapering & Hand Washing		Have a basket of small toys on the changing table, and hold up two toys for S to choose from while she is changed	"All done"	
Lunch	"More please"		"All done"	Special straw and cup
Play Time/Outside	"My turn"	Add stacking cups to the sand box		Special straw and cup for water break

Activity Matrix in Group Care (continued)

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6. Implement the plan




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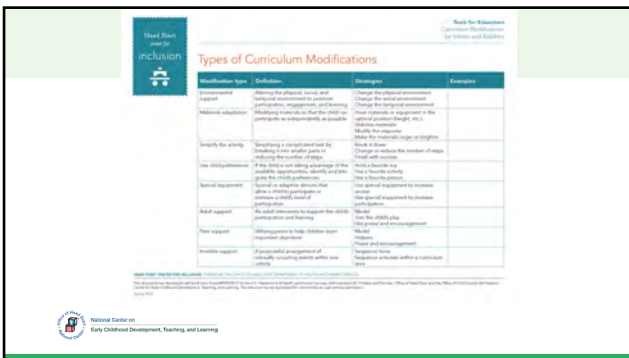
Teacher Toolbox



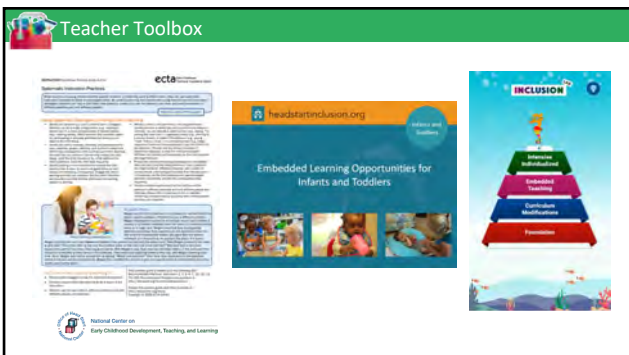
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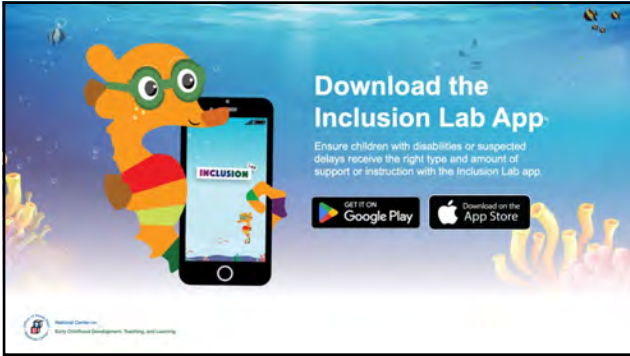
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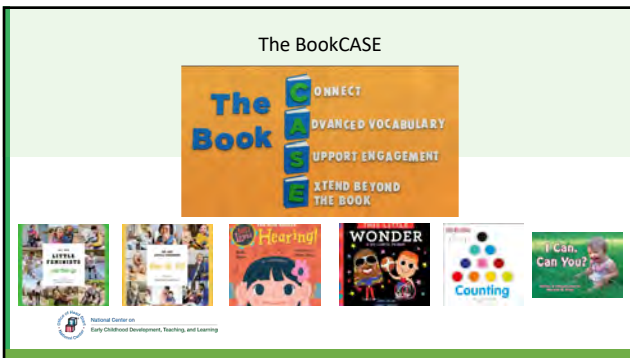
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The BookCASE

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It's All About You

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It's All About You!


Finding Your Support Team!

Emotional Instrumental

Mentoring


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Live Q&A

If you have questions for us, put them in the Q&A and we'll do our best to answer your question!




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Topics for Next Season

Please share in the chat what topics you would like Teacher Time to focus on next season.



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Join Us For Our Next Episode!


Highly Individualized Teaching and Learning in Preschool

Thursday, May 2, 2024
3pm-4:30pm EST

Thank You!



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We Want to Hear From You



Please take some time to complete the session evaluation.

For more information contact:
ecdli@ecetta.info
 (Toll-free 1-844-261-3752)

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<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-social-network-early-childhood-professionals>

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