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Play IS Therapy: Embedding Special Education Goals in the Inclusive Classroom

BY HOLLY DELGADO, HIGHSCOPE DEMONSTRATION PRESCHOOL TEACHER



Play and engagement in active learning is essential to the acquisition of new knowledge and skills for all children in the inclusive classroom.

Jared pushed his hands to the bottom of the mud in the sand-and-water table and grinned widely every time the mud squelched as he lifted them back up. He turned and looked at Kara as she said, "This is like when I went swimming at the beach. The sand got stuck between my toes." Giggling as the mud dripped down her arm towards her elbow, Camila replied, "I went to the beach with my mom, dad, and sister. It feels funny in your toes." For nearly 10 minutes, the three children laughed together as the girls talked about the mud and their family trips to the beach, including Camila's description of the cabin her family stayed in while on vacation.

“Through play, all young children construct knowledge as they engage with and manipulate materials located in their learning environment.”

Five months before the above scenario took place, Camila was diagnosed with a speech delay related to articulation errors and sound substitutions, and she rarely engaged in social conversation with her peers at the start of the preschool year. She often chose solitary or parallel play, but retreated from conversations. According to her mom, Camila became frustrated when she wasn’t understood; thus, it was often easier for her to avoid conversation than to engage in it. But on this day, after only five months of weekly visits from a speech and language therapist, and with regular consultations between the therapist, classroom teacher, and parents, four-year-old Camila was sharing stories about her family while mud oozed and dripped from her fingertips.

Jared received his diagnosis at birth when he was born with Down syndrome. Nonverbal, he too preferred solitary play and was rarely found to make eye contact, let alone pursue social interactions with his peers. In August his attention span was limited, and he often remained engaged with an activity for only two to three minutes at a time. On this spring day, however, seven months into his first year of preschool and with three years of early intervention and in-class special education services (including frequent consultation with both the preschool teachers and parents), not only did Jared engage with the same activity for 10 minutes but he also was initiating interactions with his peers via eye contact and laughter.

Through play, all young children, including the three in the story above, construct knowledge as they engage with and manipulate materials located in their learning environment. It may look and sound different for each, however, as rates of development vary among children — for learning “occurs in the context of each person’s unique characteristics, abilities, and opportunities” (Dowling & Mitchell, 2007, p.18). Thus, play and engagement in active learning remains essential to the acquisition of new knowledge and skills for children with disabilities. In essence, the play that occurs on a day-to-day basis in HighScope programs IS therapy.

Research has shown that embedding intervention strategies directly within the child’s daily routine increases both the frequency of practice and achievement of targeted skills (Jennings, Hanline, & Woods, 2012). When children with disabilities enrolled in inclusive environments have an opportunity to learn skills in the setting in which they will most naturally use them — the classroom — the task of teaching a child how to generalize skills learned in a one-on-one therapy session becomes unnecessary (McWilliam & Scott, 2003). Instead, skills in all domains of development are taught and assessed within the context of the child’s natural environment.

PUBLISHER CREDITS

HighScope Extensions is a practical resource for early childhood teachers, trainers, administrators, and child care providers. It contains useful information on the HighScope Curriculum and on HighScope’s training network.

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“There is often a high correlation between the learning that occurs during work time and Individualized Education Program (IEP) goals and objectives.”

Embedding Interventions in Plan-Do-Review

In HighScope classrooms, the plan-do-review process becomes a natural catalyst for children with diagnosed disabilities to develop skills in targeted domain areas.



Work time offers children many opportunities to make choices, use materials, observe, interact, and make discoveries about their environment.

Work Time

The 45- to 60-minute “do” portion of the plan-do-review process presents numerous opportunities for children to make choices, manipulate materials, discover cause-and-effect relationships, and interact with peers and adults. As play evolves during work time, children expand upon their skills in each of the four

major domains: language, cognition, motor, and social-emotional development. Thus, there is often a high correlation between the learning that occurs during work time and Individualized Education Program (IEP) goals and objectives. When children with diagnosed disabilities engage in work time, they are simultaneously engaging in activities that will support the acquisition of their IEP goals.

Due to delays in development, children with disabilities may experience difficulty fully engaging in work time (Dowling & Mitchell, 2007). Regardless of these difficulties, however, in an active learning environment, play for all children — including those with disabilities — must remain a child-initiated process. Teachers working with children with special needs must find a balance between maintaining a focus on IEP goal achievement and staying committed to the authentic learning process of play. Finding harmony between the two can be challenging, but it is not impossible.

When interventions are embedded within child-initiated play, children’s motivation to learn new skills is high (Jennings, Hanline, & Woods, 2012). As children with disabilities immerse themselves in work-time activities, teachers should keep IEP goals in mind and first silently observe, listen, and understand what is occurring before joining in the play. Then, by using the same materials children are using, and by using them in similar ways, teachers can begin engaging in parallel play alongside children. By entering play in this manner, teachers can maintain the authenticity of play, meet children at their current developmental level, and gently extend learning.

Take, for example, a child who is nonverbal and has a speech and language goal of

“In addition to assisting speech and language development, work time also provides natural practice for children who have difficulty managing their emotions.”

vocalizing sounds. If the child is quietly playing with cars and trucks in the block area, a teacher could sit adjacent to the child, silently playing in the same manner as the child, and then slowly begin to model the noises vehicles make, exaggerating different tones, pitches, and vibrations. The child’s response via eye contact, facial expression, body language, and sound imitation will define how the teacher proceeds with this interaction.

In addition to assisting speech and language development, work time also provides natural practice for children who have difficulty managing their emotions. For example, when a child repeatedly becomes verbally or physically aggressive after another child takes a particular toy, the teacher can begin to anticipate the associated behaviors and develop a plan to work through such conflicts. Resolving problems with children who have developmental delays may require teachers to slow their own rate of speech, make simple statements with associated gestures, pay particular attention to children’s body language, and occasionally hypothesize as to the cause of the conflict (Evans, 2016).

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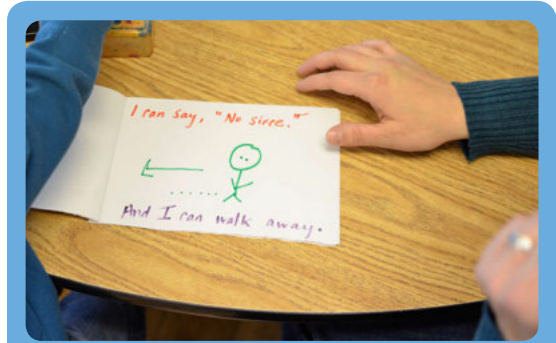
Children who have the appropriate language skills and fine-motor abilities can work through conflicts by suggesting words or drawing pictures for a "social story" — a story that describes a problem and how to solve it. This child and his teacher are in the thinking stages of writing such a story.

Additional support strategies designed to meet the individual needs of children can be incorporated directly into HighScope’s six steps to conflict resolution, including the use of visuals, such as a picture of a stop sign or the sign-language sign for “stop,” and self-regulation strategies, such as deep breaths. Additionally, use of alternative outlets for physical aggression, such as a stress ball, may provide support to children as they

Steps in Resolving Conflicts With Preschoolers

1. Approach calmly, stopping any hurtful actions.
2. Acknowledge children's feelings.
3. Gather information.
4. Restate the problem.
5. Ask for ideas for solutions and choose on together.
6. Be prepared to give follow-up support.

move through the conflict resolution process. If such behaviors occur frequently, social stories — that is, short descriptions of the event containing associated feelings and appropriate responses — can be helpful. Children who have the appropriate language skills or fine-motor abilities to play a role in the creation of the social story should do so by suggesting words or drawing pictures. When opportunities to read the social stories are provided either proactively, before work time begins, or reactively, as follow-up support to a conflict, they can become a powerful social learning tool.



A teacher helps a child make a drawing and write the text for this social story about how to deal with a conflict: "I can say 'No Sirree'... And I can walk away."

Planning Time and Recall Time

Prior to work time, planning time is the part of the daily routine during which children express their ideas, interests, and intentions for work time. Review, or recall, time follows work time and is a part of the day for children to reflect on their work, remembering and sharing details from their play. For children with special needs, both planning and recall time can also have “positive effects” on “language, social development, self-regulation, and confidence” (Dowling & Mitchell, 2007, p. 80).



Planning and recall time positively influence language, social development, self-regulation, and initiative.

Considering both a child's developmental level and his or her IEP goals, teachers can intentionally design planning or recall strategies focused on meeting a specific objective. For example, if a child with articulation errors has an IEP goal to produce specific initial consonant sounds, a puppet — such as a “Buzzing Bumblebee” or “Slithering Snake” — might be introduced to increase exposure of the /b/ and /s/ sounds and eventually engage the child



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in sound imitation. Walking along a planning or recall “path,” in which the teacher has preselected large blocks of different heights and widths, or a beam across which children travel, can help a child develop gross-motor skills and, more specifically, meet IEP goals written to increase balance and coordination. The use of planning and recall props, such as cell phones or paper towel tubes, encourage children to engage in social interactions with peers while targeting IEP goals such as initiation of conversation or conversational turn-taking. In classrooms with children who have disabilities, when teachers purposefully implement planning and recall strategies, their function can easily become twofold: (1) to fulfill the original intention of the planning and recall process, and (2) to naturally embed IEP objectives within the context of the daily routine.

•••

Each component of the HighScope daily routine provides a predictable, functional, and meaningful context through which children can acquire targeted skills and work toward mastery of their IEP goals. When one considers play to be the modality through which early childhood educators guide skill development, the correlation between IEP goals and the preschool day becomes apparent. In an active learning environment, with thoughtful consideration of IEPs and child outcomes, learning opportunities abound. In order to best meet the needs of the children with disabilities enrolled in inclusive preschool programs, IEPs and play should not stand apart but, rather, should become interwoven throughout each piece of the daily routine.

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CLASSROOM HINTS

Embedding Children's IEP Goals Into the Daily Routine

BY HOLLY DELGADO

If play is therapy, and it does not begin and end when specialized therapists are in the classroom, then how does an early childhood teacher make it work?



In a HighScope classroom, just as the key developmental indicators (KDIs) guide our decisions about materials and day-to-day lesson plans, so too can Individualized Education Program (IEP) goals guide us. IEP goals specifically designed to target an academic or functional need based on a child's present level of performance can be integrated into all parts of the daily routine. Educators should plan for interventions to occur throughout the school day, as appropriate, based on the goal. Teachers must be intentional when choosing materials, engaging in adult-child interactions, planning large- and small-group times, and collecting data that demonstrate a child's progress related to his or her IEP goals.

Partnerships with therapists are instrumental to developing a teacher's capacity to successfully embed intervention strategies into play on a day-to-day basis. Because "interventions embedded into a child's favorite play routines increase motivation and engagement of child and teachers while promoting skill development" (Jennings, Hanline, & Woods, 2012), teams consisting of therapists and all members of the teaching staff should work together to determine how to best meet the individual needs of a child. As you keep in mind the need to ensure that all activities are developmentally appropriate,

you can design a matrix similar to the one on pages 8 and 9 to ensure therapeutic interventions are embedded throughout the child's entire day and that they can be easily implemented by all members of the teaching team. Strategies used should closely relate to activities in which children without disabilities would participate; thus, although they are individually designed to meet the academic or functional needs of a particular child, the specific strategies can be performed by all children within the classroom so as not to single out the child with a diagnosed disability.

As demonstrated in the activity matrix, inclusive HighScope early learning environments can capitalize on the numerous intervention opportunities they naturally provide. Remember, if learning looks and sounds different for different children because of differing individual needs, then the interactions and intervention strategies teachers develop for each child will need to look and sound different too. This individualized approach helps all children, regardless of ability, to become successful, contributing members of the classroom environment; it moves children with special needs from an inclusive environment where they are just surviving into one where they are thriving.



MATRIX FOR EMBEDDING INDIVIDUALIZED EDUCATION PLAN GOALS INTO THE DAILY ROUTINE

Daily Routine Schedule	Child Name & Brief Description of IEP Goal(s)		
	<i>Jonah</i>	<i>Ella</i>	<i>Sofia</i>
IEP Goals	Develop fine-motor skills; will use pincer grasp to pick up small materials.	Develop social-emotional and speech and language skills; will engage in social interactions with peers and adults.	Develop social-emotional and cognitive skills; will follow routine two-step directions and novel one-step directions.
Arrival/ Greeting & Departure Time	Child will use a small golf pencil for sign-in or sign-out. Child will manipulate small magnetic, beaded, or tile letters for sign-in or sign-out.	Upon arrival, adults greet Ella at her eye level, encouraging eye contact and a response. Adults have Ella choose another child to greet upon his/her arrival to school.	Adults provide visual task cards representing two steps of personal care routines, for example, 1. Take off coat. 2. Hang it in cubby.
Planning/ Recall Time	Child will drop small marbles, buttons, or beads into cup with area sign to demonstrate where he worked/wants to work. Child will use clothespins and planning/ recall boards. Child will plan or recall with puppets that he or she manipulates.	Child will plan or recall with partners. Child will use tubes, phones, etc., as planning props. If Ella is unsure of a plan, adults offer suggestions based on what other children are doing: "I see Aaron and Michael painting. I wonder if you want to join them in the art area?"	When adults introduce new strategies, they break down the directions into simple, one-step processes, for example, 1. Wrap an item in a scarf. 2. Bring it back to plan. If moving away from the table, adults provide directions for the strategy once the group has moved.
Work Time	Adults place Legos, geo-boards, and pop beads in toy area. Adults offer play dough in house area and clay in the art area.	Teachers place themselves near Ella to encourage peer interactions as appropriate.	For adults to do when Sofia appears confused or overwhelmed by the play that is occurring: 1. Together with the children, create a visual of the tasks or roles each child is playing. 2. Offer homemade picture books as visual supports that break down common play scenarios, such as "Let's have a picnic," "On my boat," or "The babies are hungry."
Cleanup Time	Child will use tongs to pick up items and carry them to appropriate shelves.	Child will work in pairs/teams to clean up materials.	Adults provide small baskets for children to collect a few materials at a time to place back on the shelves. Adults begin an "I Spy" cleanup game, giving one clue at a time.
Small-Group Time	Child will use tweezers to move "radioactive" materials (small pompons or other objects) to safety. Child will make pattern snakes using chain links. Child will measure water using bulb syringes or turkey basters.	Adults offer small groups that encourage some cooperative play: On a small work surface (i.e., table top), children use strips of paper to create roads. Adults pose questions, such as "I wonder how we could make a city?" or "How could you make your roads intersect?" Children and adults make greeting cards to give to a peer, parent, teacher, etc. As children are finishing up, adults encourage them to share their cards with one another.	When Sofia appears unsure of how to use the materials, adults model the use of materials for her or encourage her to imitate peers via statements like "Mike made a pile of all of his dogs" or "Olivia's pattern is blue, green, blue, green."

Embedding IEP Goals table, continued from page 8

MATRIX FOR EMBEDDING INDIVIDUALIZED EDUCATION PLAN GOALS INTO THE DAILY ROUTINE			
Daily Routine Schedule	Child Name & Brief Description of IEP Goal(s)		
	Jonah	Ella	Sofia
Large-Group Time	Children will use paper plates to catch feathers or tissue paper squares that are tossed into the air. Children will use chopsticks as drumsticks to create sound patterns. Children will squeeze bubble wrap using thumb and pointer finger.	Adults invite children to sing songs, and they encourage leader and follower roles; they encourage Ella to create movements and name them during the song. Adults provide a song book. When it is Ella's turn to choose, adults encourage her to tell the other children the name of the song she chose.	Adults use consistent language when transitioning between different large-group activities. For example, "Put your scarf/bean bag/etc. in the basket and sit on the edge of the carpet." Adults demonstrate the movements to a song/activity before introducing the associated words.
Outside Time	Adults add water bottles and other small water squirting toys to water area.	Adults offer opportunities for cooperative play, like the parachute or balloon keep-up. Teachers place themselves near Ella to encourage peer interactions as appropriate.	Adults provide visual cue cards related to the materials that need to be cleaned up following outside time.
Snack/Mealtime	Adults offer small items to be picked up with fingers: Cheerios, raisins, grapes, etc.	Adults introduce conversational topics of high interest to Ella to directly engage her in the conversation. During family-style meals, adults place items near Ella, encouraging others to ask her for them or vice versa.	Adults have children complete the same snack job for a week or more before changing to a new job.
Naptime	Adults offer small, quiet manipulative toys in a nap bag for days when napping does not occur.	Adults have Ella ask a peer for assistance with putting her cot away.	Adults tape the directions for getting ready for nap on Sofia's cot.

Questions to Ask Yourself When Developing an Activity Matrix

1. Can I break down broad, long-term IEP goals into more manageable and implementable short-term benchmarks?
2. What parts of my daily routine naturally lend themselves to teaching this skill or achieving this goal?
3. Is the activity I planned both age and developmentally appropriate for all the children in my classroom? Do I need to modify the activity to meet this child at his or her developmental level?
4. Does the activity I have planned incorporate the components of active learning?
5. How will I and the other members of my teaching team scaffold learning for this child?


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TRAINER-TO-TRAINER

Intentional Planning to Embed IEP Goals

BY HOLLY DELGADO WITH SHANNON LOCKHART



In this 90-minute workshop, participants will develop a practical understanding of how to embed Individualized Education Program (IEP) goals into the context of an early childhood daily routine and be able to apply this knowledge to their own classroom environment.

What you will need:

- This issue’s feature article, “Classroom Hints,” and “Ask Us” — one copy of each article for each participant
- Chart paper and markers
- One blank activity matrix for each participant — see “Classroom Hints” section for design model

Objectives

By the end of the workshop, participants will be able to

- Recognize that learning occurs in the context of each person’s unique characteristics, abilities, and opportunities
- List advantages to embedding IEP goals into the daily routine of an inclusive classroom
- Directly embed learning opportunities for children with IEPs into all components of the daily routine

Opening Activity

(20 minutes)

1. Setup: Write the following words on individual sheets of chart paper and hang them around the room.
 - a. Overwhelmed
 - b. Lost/confused
 - c. Excited
 - d. Anxious
 - e. Angry
 - f. Upset
 - g. Bored/disengaged

You may also add any other words that reflect feelings children with disabilities may experience in an inclusive, early childhood environment.

2. Divide participants into groups of three to five members. Encourage participants to think about times when they personally have experienced each of the feelings listed above. Have participants walk around the room and write, on each piece of chart paper that lists a feeling, a brief description of actions they remember taking when they have had that feeling.
3. Once every group has had an opportunity to write on each piece of chart paper, read some of the answers aloud to the whole group. As descriptions are being read, note similarities and make appropriate correlations between descriptions.
4. Ask participants to relate their own feelings and actions to the behaviors that children in their classrooms, especially those with disabilities, may experience. Remind teachers of the following, or of similar, situations:
 - a. Adults often tell children they cannot scream, yell, or hit when angry, yet those are the same reactions we have as adults.
 - b. Adults sometimes “force” children, especially those with disabilities, to become engaged in a desired way

rather than letting them explore and learn at their own developmental pace.

5. In a large group, explore ideas related to how children feel when teachers don't plan for their learning and special areas of need.

Central Ideas and Practice

(45 minutes)

6. Read aloud the first paragraph of the feature article; have a visual format available for participants to follow.
 - a. In table groups, have participants discuss the actions of the three children mentioned in the feature article, identifying strengths and weaknesses of each.
 - b. After a few minutes, provide participants with a description of Camila's and Jared's diagnosed disability:
 - i. *Camila.* Diagnosed with a speech delay five months earlier due to articulation errors and sound substitutions, Camila rarely engaged in social conversation with her peers at the start of the preschool year. She often chose to engage in solitary or parallel play, but retreated from conversations with her peers. According to her mom, Camila became frustrated when she wasn't understood; thus, it was often easier for her to avoid conversation than to engage in it.
 - ii. *Jared.* Jared received his diagnosis at birth when he was born with Down syndrome. Nonverbal, he, too, preferred solitary play and rarely made eye contact with his peers, let alone engage in social interactions. In August, his attention span was limited, and he often remained engaged with an activity for only two to three minutes at a time.

With this additional information, have participants again discuss the strengths and weaknesses of each child in table groups.

- c. As a large group, discuss how participants' descriptions may have changed after receiving additional information. Be sure to identify the strengths of Camila and Jared noted in the article.
- d. Remind participants that the rate of learning may vary depending on the individual, developmental needs of each child. Thus, for children with disabilities, learning may look and sound different than it does for their typically developing peers, but it is still occurring.

7. Distribute copies of this issue's feature article, "Classroom Hints," and "Ask Us." Have participants read each article. Based on the articles, generate, with the whole group, a list of "advantages" to embedding an individual child's IEP goals into the daily routine of an inclusive early childhood classroom. Anticipate potential "disadvantages" and, as they arise via the conversation, acknowledge them and address them accordingly. Remember, the benefits of embedding goals into the daily routine should outweigh the disadvantages.

Trainer note: Personal stories and feelings may arise.

Although you want to acknowledge the participants' feelings, due to confidentiality, some individual situations are best discussed in a smaller team setting.

8. Redirect participants' attention back to Camila's and Jared's stories in the opening anecdote of the feature article. Provide participants with the following IEP goals:
 - a. *Camila:*
 - i. To initiate conversation with peers and adults
 - ii. To engage in social conversation with her peers for a minimum of two exchanges
 - b. *Jared:*
 - i. To remain engaged with an activity for a minimum of five minutes
 - ii. To initiate social interactions with peers and adults

Using the activity matrix from the "Classroom Hints" section as a guide, and based on the above IEP goals, work together as a large group to generate possible activity ideas for both Camila and Jared for one or two parts of the daily routine. Remind participants that activities should fit within the context of an active learning environment and that both materials and adult-child interaction strategies should be considered.

9. Have participants work in conjunction with the other participants at their table to develop additional learning opportunities for both Camila and Jared throughout all remaining components of the daily routine. As participants are working, trainers should move throughout the room, answering any individual questions and helping participants generate ideas.
10. Share activity ideas with the whole group.

Trainer-to-Trainer, continued

Application

(20 minutes)

- Ask participants to work in teaching teams, if possible. Distribute copies of the blank activity matrix to each participant. Have participants write across the top of the matrix the names and goals of children in their classroom who have IEPs. If participants have children in their classroom about whom they have concerns but for whom they do not have an official diagnosis and/or IEP, they can create their own goals for these children. Down the left side of the activity matrix, have participants write the components of their daily classroom routine.



Shannon D. Lockhart, a Senior Early Childhood Specialist with the HighScope Foundation, has served as a national and international researcher, teacher, curriculum developer and trainer, and educational consultant in the United States and abroad. She develops early childhood curriculum and training materials (preschool and

infant and toddler), oversees the HighScope Infant and Toddler Curriculum development and training, and works on numerous research projects. Her areas of expertise include child development (infant and toddler, preschool) and instrument development (observations, program evaluation, and child assessment). She holds an MA in Early Childhood Education.

- While working in teaching teams, have participants create a list of targeted activities focused on helping children develop the skills noted in their IEP goals to be embedded within the daily routine. Again, as in the practice, remind participants that activities should fit within the context of an active learning environment and that both materials and adult-child interaction strategies should be considered.

Implementation Plan

(5 minutes)

- Looking back at the activity matrix they designed for the children in their classroom, have participants and/or teaching teams circle the first three activity ideas they will begin implementing upon returning to their classroom.

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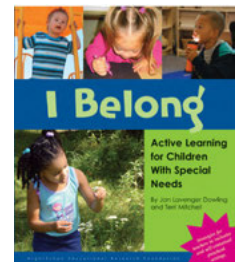
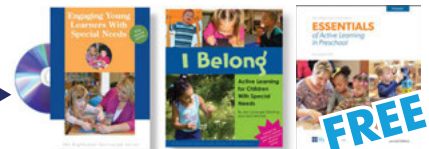
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ASK US

When it comes to developing an Individualized Education Program (IEP), a team of people, including teachers, therapists, mental health specialists, and parents, all have to work together to make decisions. Because each team member's knowledge of child development and developmentally appropriate practice may be different, how can we ensure the goals we write will best meet the special needs of the child in my classroom while still remaining true to the natural process of learning through play?

— A Preschool Teacher

Maintaining supportive partnerships between specialists, teachers, and families is vital to the team's ability to effectively embed intervention strategies and IEP goals into the daily routine. When inclusive consultation models and in-classroom services are designed effectively, team members have four times more interactions with one another than do programs that implement a pull-out model of special education services (McWilliam & Scott, 2003). Consultation time between specialists and teachers should be built directly into an IEP and should occur on a regular, ongoing basis throughout the school or program year. This meeting time is crucial to supporting the individual needs of children with disabilities. It should occur both in the classroom as a specialist models strategies for and provides immediate feedback to the early childhood teacher and outside the classroom in a combination of training, lesson planning, and coaching-meeting formats.

If an IEP goal is not written in an easily implementable format, teachers should feel comfortable asking the specialist directly, "What would this look like in my classroom?"; "What suggestions do you have for working on this goal on a daily basis?"; or, "What simple activities can we provide to the parents so they can work on this goal at home?" Early childhood teachers could also approach the conversation by saying "I was thinking this goal might fit best into this part of my daily routine. Here are some of my implementation ideas, what do you think?" Because IEP goals are often written for an entire school year, teachers and specialists should work together to break the goal down into smaller benchmarks that are easier to accomplish in a shorter period of time. When conversations remain focused on the IEP goals, rather than one's personal feelings about them, an open and honest exchange designed to benefit the child will occur.



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Click here to learn more or to join our study. Or contact Jeffrey Beal, PhD, at jbeal@highscope.org, or call 734.485.2000, ext. 253.



Fisher Foundation Awards Evaluation Grant to HighScope

The HighScope Educational Research Foundation was awarded \$379,417 over three years by the Max M. and Marjorie S. Fisher Foundation. This grant continues HighScope's evaluation of the Fisher Foundation's early childhood investments in the Brightmoor neighborhood of Detroit. HighScope will provide evaluation support to Everybody Ready, a nonprofit that administers scholarships for Brightmoor families to obtain high-quality child care, and Development Centers, Inc., which provides professional development for Brightmoor child care providers. Additionally, HighScope will explore historical data and conduct interviews to document the impact of the Fisher Foundation's seven-year investment in raising the quality of early childhood services in Brightmoor.

The mission of the Max M. & Marjorie S. Fisher Foundation is to enrich humanity by strengthening and empowering children and families in need. Learn more at mmfisher.org.

Summer Start to Kindergarten Program

School is in session this summer for children in HighScope's Summer Start to Kindergarten program, made possible by a community grant from Washtenaw Coordinated Funders. This four-week program was designed for children who qualify for Head Start or Michigan's Great Start Readiness Program, who have not previously attended preschool, and who will be entering kindergarten in the fall of 2016. The goal of the program is to help children get a jump-start on school with engaging, hands-on learning; socialization; large- and small-group activities; and a focus on school readiness.



Save the Date for the 2017 HighScope International Conference

Our annual HighScope International Conference is a gathering of early childhood educators, administrators, and researchers in Metro Detroit. We come together to learn, network, and most of all, play! With more than 100 sessions to choose from, the conference draws participants from around the country and around the world to engage in active learning — which is the heart of the HighScope Curriculum — and to gain new knowledge to improve their programs. The 2017 HighScope International Conference will be held April 19–21, 2017, at the Detroit Marriott at the Renaissance Center in Downtown Detroit. Call for proposals is now open.

Get all the details at highscope.org/2017conference.



Marshall Presents Keynote at Arkansas Conference

HighScope Early Childhood Director, Beth Marshall, presented the keynote address at the 46th Annual Arkansas State University Childhood Services Early Childhood Education Conference on August 9, in Jonesboro, AR. In her talk, "Focusing on the 'Whys' of Early Childhood," Marshall discussed the importance of keeping the child at the heart of what we do in early childhood education.

Former Superintendent of Ypsilanti Public Schools Among Recipients of Honorary Awards at HighScope's 2016 International Conference



Pictured, from left to right: Sonja Griffin, Evelyn K. Moore, James Hawkins. Not pictured: Carol Idol.

The former superintendent of Ypsilanti Public Schools, Dr. James

Hawkins, was honored on May 11, 2016, in front of a packed hall of preschool educators at the GM Renaissance Center in Detroit. The Charles E. Beatty Award, named after a renowned Ypsilanti educator, was given during the 2016 HighScope International Conference in honor of Dr. Hawkins' contributions to the field of early childhood education.

Also presented during the event were the David and Phyllis Weikart awards, which recognize outstanding leaders in the field of early childhood education. The Weikart awards, named for HighScope's founders, were presented to two other educators: preschool educator Carol Idol, from Knoxville, TN, and Sonja Griffin, Manager of the Quality Practice and Professional Development Unit in the Seattle Department of Education and Early Learning.

HighScope's annual conference, now in its 44th year, brought together more than 1,200 early childhood educators, advocates, and researchers from May 9–12. It included more than 100 workshops on a variety of topics, such as child assessment, dual language learners, and musical activities. The event was also host to renowned leaders in the field of early education, such as Evelyn K. Moore, Barbara Bowman, and keynote speaker Walter Gilliam, PhD.

Find Us at These Fall Conferences!

- **FLAEYC 59th Annual Conference** in Orlando, FL, September 22–25, 2016
- **National Black Child Development Institute 46th Annual Conference** in Orlando, FL, October 1–4, 2016
- **New Jersey Association for the Education of Young Children** in Meadowlands, NJ, October 14–15, 2016

- **Young Child Expo & Conference** in Spokane, WA, October 19–21, 2016
Proud Platinum Sponsor! Keynote: “Changing the World One Child at a Time: Strategies for the Classroom, Home, and Community” presented by Brenda Leger, Chief Strategy Officer at HighScope
- **NAEYC Annual Conference and Expo** in Los Angeles, CA, November 2–5, 2016
- **Zero to Three Annual Conference** in New Orleans, LA, December 7–9, 2016

New Products for the Early Years

Learn more about these new products at highscope.org:

- *Principios básicos del aprendizaje active en preescolar*
- *Lesson Plans for a Strong Start: The First 30 Days for Infants*
- Coming in September! *Lesson Plans for a Strong Start: The First 30 Days for Toddlers*
- *Lesson Plans for the First 30 Days: Getting Started With HighScope, 3rd edition*
- Infant-Toddler Song Book
- Toddler Area Signs

