



*Early Childhood/Blended Preschool Programming
January 10, 2017*

Early Childhood Classroom

- ◆ Programming for children ages 3 - 5 years old with an IEP. Students work on individualized goals that are developed by the IEP team. Students attend 5 mornings per week at Willard School.
- ◆ Small student to teacher ratio - class maximum 10 students. Therapies are a combination of push-in and pull-out.
- ◆ Students are referred from Early Intervention
- ◆ Students are identified through "Child Find"
- ◆ Program planning can mirror the Blended Classroom, with additional structures and supports in place.

Blended Preschool Classroom

- ◆ Inclusive programming for students ages 3 - 5 with or without an IEP or risk factor.
- ◆ Fifteen students participate in the class. The Blended Preschool Classroom is tuition based.
- ◆ Students are referred to the program through “Child Find” or D 90’s Preschool Screening Program. Interested parents complete an application form.
- ◆ General registration is available through a lottery system.

Blended Preschool Curriculum

- ◆ Play-based program
- ◆ Theme related
- ◆ Differentiated
- ◆ Focus on the whole child

MRS. BYNUM DECEMBER 8, 2016

Blended Preschool News

where we learn through play and love to learn



Alphabet Music
Letter/sound based music sung everyday with visuals that indirectly teacher letter/sound concepts.



Self-regulation
The ability to monitor and control one's behavior, emotions, or thoughts, altering them according to the demands of the situation.

Field Trip to Whole Foods Market
On Monday we had our field trip to Whole Foods! We had a wonderful tour guide who lead us around the store, pointing out the different departments and the jobs people have in those department. We discussed the types of foods in each department, what they felt, looked, and smelled like and why they were sorted like they were. We talked about cold, warm and hot sections, of the store and students got to sample foods from every department. We also bought food to practice checking out. Thank you Whole Foods and all the moms that volunteered for a great experience!

1
THEME
Grocery Store

2
BOOK OF THE WEEK
The Shopping Expedition by Andre Amstutz and Allan Ahlberg

3
SPECIALS
Monday: Music
Tuesday: Library
Wednesday: Gym
Thursday: Library & STEM



December Birthdays
8th- Billy
23rd- Jett

How are the Children Growing?

In all of these areas:

Social-emotionally

Physically

Cognitively

Independently

Creativity



How Much Does It Weigh?

A Typical Daily Schedule

- ◆ Circle Time
- ◆ Gross Motor
- ◆ Specials
- ◆ Literacy
- ◆ Centers



- ◆ Team Approach ~ Push-In Therapies
- ◆ Speech and Language
- ◆ Social Work
- ◆ Occupational Therapy
- ◆ All students work with a highly qualified teacher and therapists

Benefits of Inclusion

- ◆ Research indicates that meaningful inclusion is beneficial to children with and without disabilities across a variety of developmental domains.
- ◆ Children with disabilities can make significant developmental and learning progress in inclusive settings.
- ◆ Children with disabilities in inclusive early childhood programs also demonstrate stronger social-emotional skills than their peers in separate settings.
- ◆ Meaningful inclusion in high quality early childhood programs can support children with disabilities in reaching their full potential resulting in broad societal benefits.

Moving Forward

- ◆ Develop a Vision Statement that supports the belief that all children can and will learn
- ◆ Consider a name change - Inclusive Preschool Classroom
- ◆ Continue with a multi-age classroom
- ◆ Consider adding Friday afternoons

Thank you for your support!
Questions?



Adaptations & Support Systems

Evidenced Based Practices

Collaboration & Teaming

Vision & Attitude

What Makes Inclusion Work in Early Childhood?

Family & Community Partnerships

Professional Learning

Administrative Support

Formal Time to Plan & Reflect



What Makes Inclusion Work in Early Childhood?

<p>Vision & Attitude</p> <ul style="list-style-type: none"> • There is a vision statement known. • It supports the belief that all children can and will learn. • Teams have similar vision and attitudes. • Staff is supported to question why practices are in place and to suggest improvements. • All children are considered full members of the classroom community 	<p>Formal Time to Plan & Reflect</p> <ul style="list-style-type: none"> • Team members honor the time frame determined, coming on time and leaving on time, so that the next meeting can begin. • Schedules accommodate common planning time. • Teams use the meeting to look at data collected and plan support for children • Administration honors time by providing support to meet as a team.
<p>Collaboration & Teaming</p> <ul style="list-style-type: none"> • Teams meet regularly. Teams use an agenda, a strategy to document meetings and decisions, and keeps within an allotted time frame. • General and special education teachers work as a team. • Teachers and paraeducators use data so that next steps can be discussed at planning meetings. • Teachers and support staff bring lessons plans to discuss during collaborative meetings. • Items from previous meetings are reviewed to ensure follow-up. 	<p>Family & Community Partnerships</p> <ul style="list-style-type: none"> • Families are invited to and participate in meetings. • Families are communicating with teams, and teams are communicating with families. • Families are contacted for good news as well as struggles. • Families are given an opportunity to complete a satisfaction survey. • Families are linked with community programs/services that support young children and their families. • Community agencies may come on site to work with families.
<p>Professional Learning</p> <ul style="list-style-type: none"> • Staff is supported to implement new strategies learned, such as co-teaching, adapting and modifying. • Staff adjusts teaching strategies based on new information from professional learning opportunities. • Staff has time for reflecting and problem solving with others to implement new strategies. • The system is committed to learning through a variety of venues. Staff has a variety of opportunities for learning. • Staff uses evidence-based practices. 	<p>Evidenced Based Practices</p> <ul style="list-style-type: none"> • Teachers are using diverse instructional practices. • Groups are fluid and based on the needs of individual children • General and Special Education teachers are co-teaching when appropriate. • Related services are provided within the routine of the general education classroom. Pull out is infrequent. • Children's progress is continually monitored through authentic assessment.
<p>Adaptations & Support Systems</p> <ul style="list-style-type: none"> • Adaptations being used are documented for future reference. • Accommodations and modifications are determined through the IEP process and are used consistently with children. • Teams consider a variety of accommodations and modifications before changing an activity for a child • Natural supports are part of the plan for supporting each child • Paraeducators are trained and supervised to support children effectively 	<p>Administrative Support</p> <ul style="list-style-type: none"> • Administrators are supportive of inclusion in concrete and identifiable ways. • Administration provides leadership to encourage success and break down barriers to inclusion. • Administration values open communication regarding supports and services for children • There is a clear line of communication for problem solving. • Administration clearly supports time for teachers to reflect, problem solve and share decision making. • The system is unified so that all teachers are teaching, adapting and supporting all children in inclusive settings.