# Kindergarten Seminar



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# Session Four Agenda



Sneak Preview: Approaches to Learning

Meeting the Needs of All Children

Using CLASS to Improve Teacher/Child Interactions

Examining TSG Data to Meet the Needs of All Children

Seeing the Potential in Every Child

Closing Thoughts

Assignment for Session Five

Sign up for Session Five

# Approaches to Learning

**Approaches to Learning Core Standards, Kindergarten to Grade 3:**

**EPPIC Skills**

**E – Engagement in Learning**

**P – Planning**

**P – Problem Solving**

**I – Initiative**

**C – Creativity**

1. **Engagement:** ***Demonstrates effortful, persistent engagement in learning activities.***

**Indicators**

- ✓ Becomes involved in a variety of classroom activities
- ✓ Sustains attention despite distractions
- ✓ Persists in activities

## 2. Planning and Problem-Solving:

***Demonstrates the use of planning and problem-solving strategies to achieve goals.***

### Indicators

- ✓ Plans work to accomplish learning tasks
- ✓ Uses varied, flexible strategies to deal with problems
- ✓Shows appropriate self-regulation and resilience in the face of challenges

**3. Initiative and Creativity:** ***Demonstrates initiative, independence, and creativity in new, challenging learning situations.***

**Indicators**

- ✓ Challenges self by trying out a variety of learning experiences
- ✓ Tries to broaden and deepen own learning
- ✓ Finds new connections across different ideas and learning tasks

- Positive approaches to learning are essential for *every child's* development and school success. Teachers can ensure progress by paying attention to children's individual characteristics and cultural contexts.
- The author suggests that teachers "remodel" some of the specifics of existing lessons to increase the opportunities for deeper engagement, persistence, and focused attention. (See Appendix B for an example of a remodeled lesson)

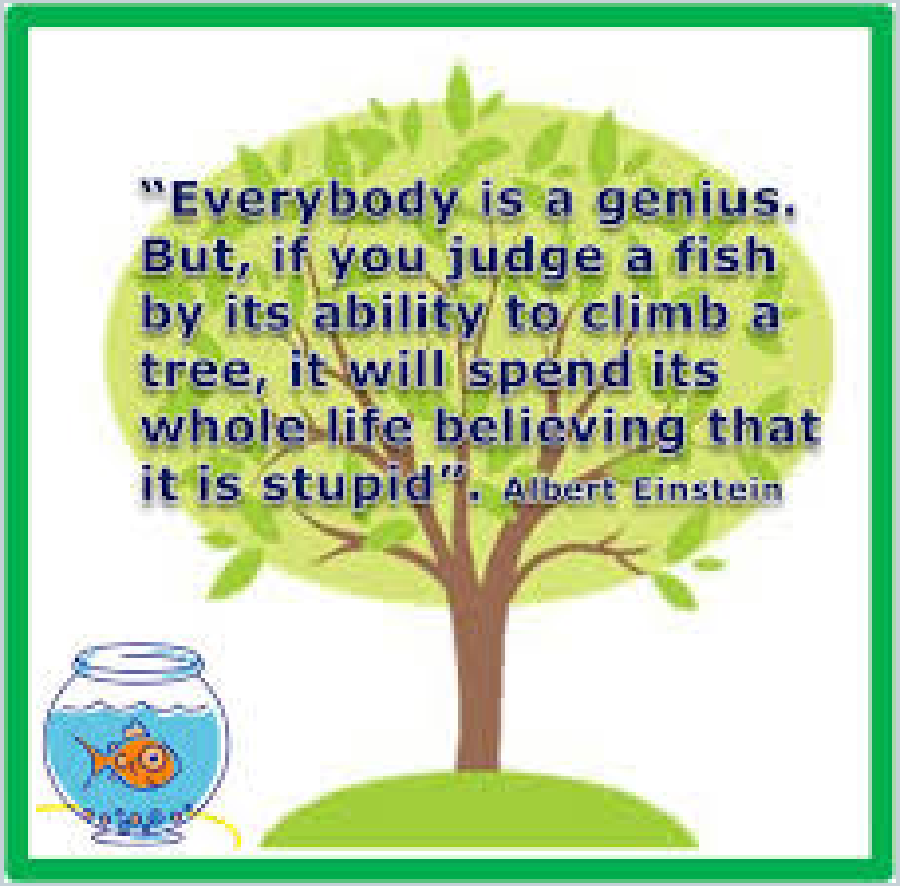
# *Link to Teaching Strategies Gold*

In TSG, the Approaches to Learning are found under the Cognitive Objective:

11. Demonstrates positive approaches to learning
    - a. Attends and engages
    - b. Persists
    - c. Solves Problems
    - d. Shows curiosity and motivation
    - e. Shows flexibility and inventiveness in thinking

# Meeting the Needs of All Children





# *Including Samuel*

By:
Dan Habib, Cheryl M Jorgensen, PH.D and Mary Schud, PH.D

http://www.youtube.com/watch?v=r-Ex0vtklY0

# *Identifying and Including Children with Special Needs*



- A developmental screening tool should be administered to each child at the beginning of the school year.
- A written referral to the district's child study team will initiate a process of determining if the child is eligible for special education services.
- Teachers who have children with IEPs should receive frequent assistance from therapists and specialists, have low teacher-child ratios, and be trained to make adjustments to the curriculum and classroom materials
- To the maximum extent appropriate, children with an IEP should receive their kindergarten education with typically developing peers in the "least restrictive environment."

*NJ Kindergarten Guidelines*

# *Preschool Inclusion: What's the Evidence, What Stands in the Way, and What Do the Stellar Programs Look Like?*

PHIL STRAIN, PH.D.
UNIVERSITY OF COLORADO DENVER

# *Bottom Line Considerations …*

- High quality early childhood inclusive settings are the only environments with data consistently supporting children's superior learning AND non-inclusive environments have been shown to negatively impact children's learning.
- Fully inclusive options beat the alternative at a ratio of about 15 to 1.
- Fully inclusive options tend to be of higher quality in general

# *Bottom Line Considerations…*

- Fully inclusive options have been shown to work for children across disability groups and levels of severity (children with developmental delays, mild to severe; children with ASD; children with multiple disabilities; children with significant social and emotional needs; children with hearing impairment; children with limited mobility).
- Greatest magnitude of effect is social (but also significant differences in communicative and cognitive skills)

# *And What About Typically Developing Children?*

- Equal or greater cognitive and language skills
- Fewer challenging behaviors
- More advanced social skills
- More accepting attitudes toward individuals who are different

# *Given All of These Data, Why Doesn't Everybody Do Inclusion As the First Placement Option?*

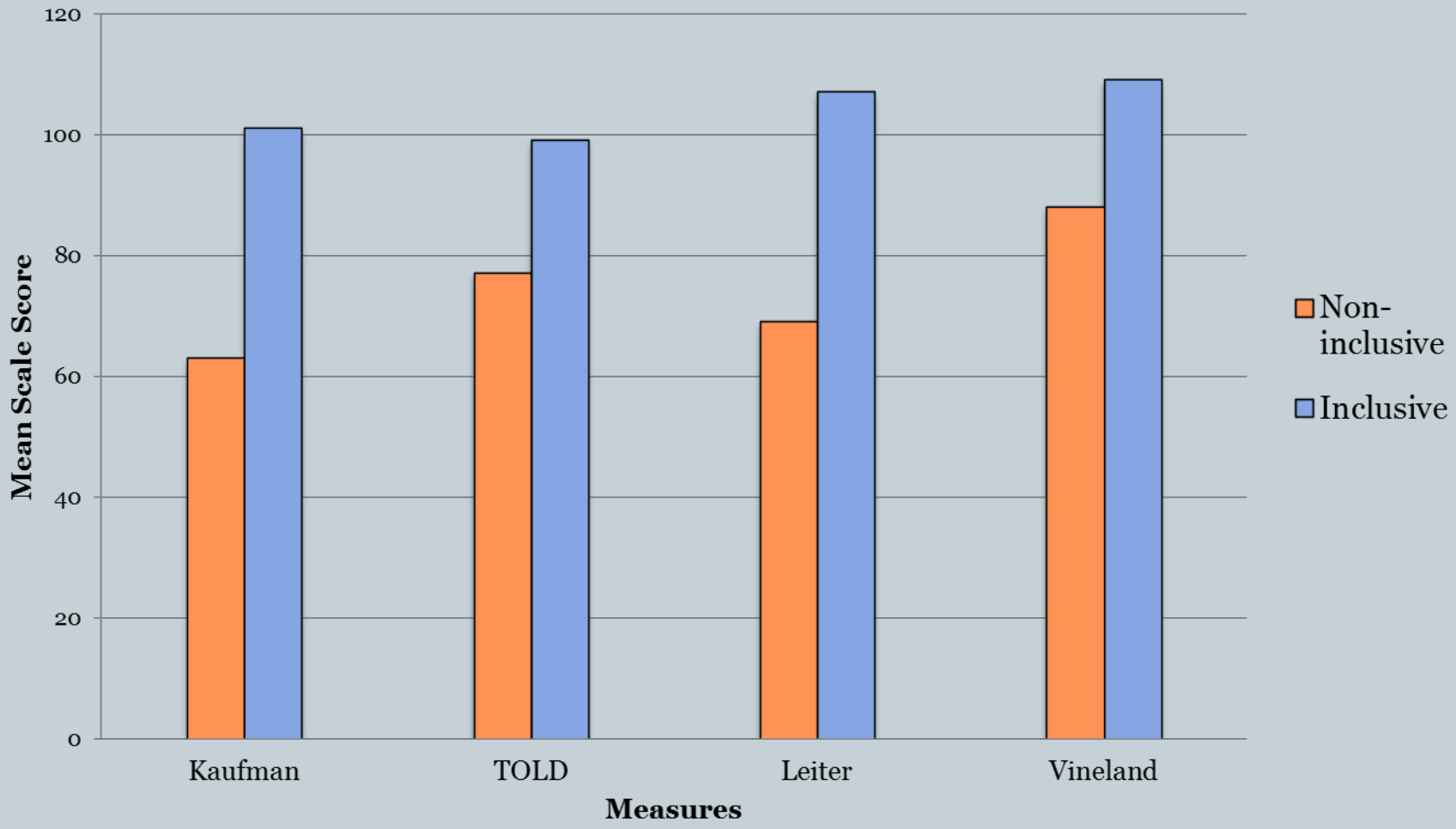
- Myths are powerful things
  - Too expensive
  - Illegal to blend funds
  - Children need to be ready (developmentally) to benefit
  - Parents do not want it
  - Harm typical child learning
  - Cannot deliver necessary intensity of instruction
  - Too stimulating

# *Full Utilization Of Peer Influence*

Recommended ratio: 2 or 3:1 (typically developing to child with IEP)

- Initiate social interactions
- Invite others to activities
- Take their hand and lead them there
- Respond to social bids
- Pass-out & Pick-up materials, props
- Model desired actions
- Praise, compliment peers
- Give play directions
- Help others complete a task/activity (give assistance)

# *End of 3rd Grade Outcomes*



# *Resources from the ECTA Center*

- Inclusion in Least Restrictive Environments
- Inclusion: Overview
- **Federal Laws and Guidance**
  - IDEA - Law, Regulations, Data Tables
    - Federal Policy Letters and Guidance
    - Reporting Requirments
  - Section 504, ADA, Head Start Act
- Tools for Understanding LRE
- State Resources
- Position Statements on Inclusion from National Organizations
- Research and Studies on Inclusion
- Financing Strategies and Collaborative Funding
- Personnel Development for Inclusion

***ECTA Topic Team on Inclusion***

Kathy Whaley | Katy McCullough | Mary Peters | Megan Vinh | Debbie Cate | Barbara Smith | Judy Swett | Katrina Martin

***Most recent additions to this topic:***

National Early Childhood Inclusion Institute:

- Register now for the 2016 National Early Childhood Inclusion Institute - May 10-12, 2016
- To search presentations from 2012 and later, see FPG's search past institutes page.

Letter from the Utah Superintendent of Education encouraging school districts to expand preschool inclusion *(September 18, 2015)*

Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs *(September 14, 2015)* - The U.S. Departments of Education and Health and Human Services released guidance setting a vision for action that recommends states, districts, schools and public and private early childhood programs prioritize and implement policies that support inclusion, improve their infrastructure and offer professional development to strengthen and increase the number of inclusive high-quality early childhood programs nationwide. The Departments crafted the guidance with the input of early learning professionals, families and early learning stakeholders. The policy statement also includes free resources for states, local districts, early childhood personnel and families.

**2014-2015 Inclusion of Young Children with Disabilities Webinar Series** : Professional Development Strategies to Support Inclusion *(concluded June 2, 2015)*

- Session 1: Opportunities, Initiatives and Key Resources
- Session 2: State Strategies to Promote Inclusive Practices
- Session 3: State Professional Development Strategies to Support Inclusion

*Related page:*

- IEP - Individualized Education Program

http://ectacenter.org/topics/inclusion/default.asp

# *Federal Resources*

- Department of Education website
  www.ed.gov/early-learning/inclusion

- Department of Health and Human Services website
  www.acf.hhs.gov/programs/ecd/inclusive-high-quality-early-childhood-programs

Questions about resources:
ECInclusion@ed.gov

# *Welcoming Diversity*



- Think of a child in your classroom who has a culture, language background or family configuration that is different from the majority of the other children in your class.
- Using the *Multicultural Classroom Checklist*, identify one way you welcome that child into your classroom taking into consideration your environment, classroom practices/instruction, curriculum and family engagement.
- Share with those at your table.

**Handout:** *Multicultural Classroom Checklist*

# *Connecting with Families*

Schools should partner with families by making every attempt to understand obstacles families face, enhance their understanding of child development, assist them in reaching their goals and involving them in their child's educational experiences. The *Kindergarten Guidelines* say this leads to better educational outcomes. (See pp. 45-47 )

# *Supporting English Language Learners*



- Schools are required to  use a home language survey and screen entering children to determine the home language.
- Schools should encourage first language development in addition to English language acquisition.
- Depending on local factors, districts have options to support children's first language.*
- Provide  all children with meaningful, authentic, culturally appropriate materials, interactions and experiences to enhance language skills and vocabulary.
- While Spanish is the language spoken by the majority of Dual Language Learners in New Jersey, more than 180 different languages are spoken across the state.

# *Identifying Gifted and Talented Children*



Have you had a student who…

- Expresses curiosity about many things
- Is very observant and asks thoughtful questions
- Has an extensive vocabulary, uses complex sentence structure, expresses themselves well, can make up and tell stories
- Solves problems in unique ways
- Has a good memory
- Exhibits unusual talent in art, music or dramatics
- Exhibits especially original imagination, wit and humor
- Uses previously learned things in new contexts
- Can discuss and elaborate on ideas
- Has sustained attention spans and persists on tasks

http://www.state.nj.us/education/genfo/faq/faq_gandt.htm

# *Challenging G&T and All Children*



Most identified five and six year old children are accommodated best through curricular and instructional modifications rather than pull-out enrichment…

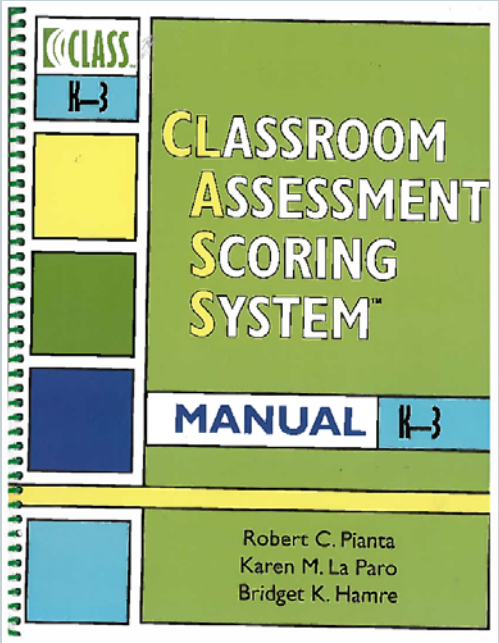
- Create a classroom that invites inquiry
- Connect content areas, build on prior knowledge and interests
- Provide a wide range of open-ended materials
- Offer enrichment activities at learning centers
- Expand options to include active learning and challenging experiences through project based learning
- Offer flexible grouping for children to choose work based on interests
- Develop non-academic abilities and skills

# *Educate the Child, Not the Label*



- Eliminate labels from your thinking and speech.
- Treat differences as assets upon which to build rather than as deficits to overcome.
- Provide and adapt  a wide range of diverse, open-ended materials.
- Teach important concepts in multi-modal ways.
- Maintain high expectations.
- Expand options to include inquiry, active learning and challenging experiences. One-size-fits all instruction does not effectively engage all children.
- Get to know children and their families well.

# Using CLASS to Improve Interactions




**Emotional Support**
**Classroom Organization**
**Instructional Support**

**Handout:** *CLASS Framework*

**CLASS** is an observational teacher assessment tool that looks at the interactions between teachers and students. Research in thousands of early childhood classrooms across the country shows that children in classrooms that score higher on the CLASS tool make greater gains in language, math and early literacy development. Children in these higher-scoring classrooms also show more positive social development over the course of the year than their peers in lower scoring classrooms.

# Emotional Support

- Classroom Climate
- Teacher Sensitivity
- Regard for Student Perspectives

# Classroom Climate

How does the sensitive teacher in this article support caring, respectful peer relationships? "She Is Our Little Sister" by Nora Thompson

| Positive Climate | Negative Climate |
|---|---|
| Relationships | Negative affect |
| Positive Affect | Punitive control |
| Positive Communication | Sarcasm/disrespect |
| Respect | Severe negativity |

# Teacher Sensitivity

How does the teacher in this video demonstrate sensitivity?

https://www.teachingchannel.org/videos/visualizing-number-combinations

| Teacher Sensitivity |
| --- |
| Awareness |
| Responsiveness |
| Addresses Problems |
| Student Comfort |

# Regard for Student Perspectives

How does the teacher in this video take student perspective into account?

https://www.teachingchannel.org/videos/mingle-count-a-game-of-number-sense

| Regard for Student Perspectives |
| --- |
| Flexibility and student focus |
| Support for autonomy and leadership |
| Student expression |
| Restriction of movement |

# Classroom Organization

- Behavior Management
- Productivity
- Instructional Learning Formats/

  Facilitation of Learning and Development

# Behavior Management

| Behavior Management |
| --- |
| Clear behavior expectations |
| Proactive |
| Redirection of misbehavior |
| Student behavior |

If a child doesn't know how to read, *we teach*.

If a child doesn't know how to swim, *we teach*.

If a child doesn't know how to multiply, *we teach*.

If a child doesn't know how to drive, *we teach*.

If a child doesn't know how to behave,

*we……..* *……teach?* *……punish?*

Why can't we finish the last sentence as automatically as we do the others?"

*Tom Herner (NASDE President ) Counterpoint 1998, p.2*

# *Intentionally Teach*

- How to make friends
- How to share
- How to recognize and express feelings
- How to calm down, control impulse and anger
- How to listen
- How to problem solve
- How to self-regulate

# *Executive Function & Self-Regulation*



## Executive Function – The ability to think straight:

- to order your thoughts,
- process information in a coherent way,
- hold relevant details in your short-term memory,
- to avoid distractions in order to focus on the a task

## Self Regulation - The ability to exert self-control:

- to think about what he or she is learning,
- to consider alternative perspectives,
- to adjust the amount of mental energy needed based on a task's level of difficulty

**Handout:** *Developing Self-Regulation in Kindergarten*

# *CSEFEL's Pyramid*



The **Center on the Social and Emotional Foundations for Early Learning (CSEFEL)** is focused on promoting the social emotional development and school readiness of young children birth through age 5. CSEFEL is a national resource center for disseminating research and evidence-based practices to early childhood programs across the country: http://csefel.vanderbilt.edu/

Click the image to view a larger version of the Pyramid Model

http://www.challengingbehavior.org/explore/camtasia/pyramid_overview/pyramid_overview_captions.html

# *What is Challenging Behavior?*

- Any repeated pattern of behavior that interferes with learning or engagement in prosocial interactions with peers and adults.
- Behaviors that are not responsive to the use of developmentally appropriate guidance procedures.
- Prolonged tantrums, physical and verbal aggression, disruptive vocal and motor behavior (e.g., screaming, stereotypy), property destruction, self-injury, noncompliance, and withdrawal.

# *What is Challenging Behavior (cont.)*

- Communicates a message when a child does not have language.
- Is used instead of language by a child who has limited social skills or has learned that challenging behavior will result in meeting his or her needs.
- Results in the child gaining access to something/someone (i.e., obtain) or avoiding something/someone (i.e., escape).

# *Escape*

*(activity, demands, social interactions)*

- Modify expectations, materials, instructions, seating arrangements, ways child is expected to respond, etc., to reduce the need for escape.
- Review rules.
- Use choice, manipulatives, peer support, child interests., etc., to reduce child's desire to escape.
- Reduce distractions or competing events, materials, etc., that may contribute to desire to escape, provide guidance.
- Use visual supports to support child to engage in activity, interaction or demands.
- Use self-management to assist child in completing difficult activities or approaching avoided social interaction.

# *Obtain*

*(e.g. attention, object, activity)*

- Modify activities, materials, instruction, task length or make other modifications to reduce the need to request help.
- Provide peer support, scheduled interaction with an adult, more frequent attention or other strategy to reduce need to request attention.
- Use visual supports to provide child with information on when access to desired object, event, interaction or activity will occur.
- Review rules.
- Use choices, manipulatives, child interest, etc., to distract or support child during times when access cannot be provided.
- Use timers or reinforcement delay signal to let child know when access to activity, object, attention, etc., will occur.

# *Response to Challenging Behavior*

- Respond in a way that will make challenging behavior ineffective.
- Make sure attention/encouragement for appropriate behavior exceeds attention/feedback for challenging behavior.

# *Possible Responses to Challenging Behavior*

- Validate Feelings
- Redirect/cue to use appropriate “new replacement skill”
- Cue with appropriate prevention strategy
- State “exactly” what is expected
- Offer alternatives
- Use “wait-time”
- Acknowledge positive behavior/reinforce when replacement skill is performed
- Respond in a way that does NOT maintain challenging behavior

# *Variables to Consider*

- Interactions (communication to the child, emotional support, attachment)
- Health (trauma, illness, stamina, medication)
- Play (toys, level of play, opportunities, choice, expectations)
- Learning environment (schedules, room arrangement, materials, adaptations, resources, predictability)
- Instruction (transitions, cues, prompts, supports, accommodations)
- Home and family (routines, resources, siblings, environment, respite, predictability, extended family)
- Outings/events (places family goes, activities), and friends (shared interests and experiences, relationships)

# Max's Story

**The Green Monster Rides His Scooter and His Skateboard**

This is a very green monster. I made him green.
He gets to go outside and ride his scooter
and sometimes he gets to go outside
and ride his  skateboard.
He goes very fast.

# The Monster's Brother

This is another monster.
This is his brother.
He is going to do the same things.
He can drive a car,
a motorcycle,
a rocket,
a speed car,
and a sports car.
The sports car goes really fast.
He goes faster than a motorcycle.
He drives the car too.

# The Truck Driver

That's a person driving the truck.
It's Daddy! He drives a truck.
He's going to work here.
He keeps his tools in the truck
like a screw gun, nail gun, screws
and a hammer.
He works on all kinds of stuff like
the hot box for our classroom.

# Plan for Max

| What is the behavior? | Why might Max be doing this? | What can I do to prevent this behavior? | What replacement skills can I teach? |
|---|---|---|---|
| Max keeps getting up and leaving circle | He is unable to self-regulate.<br><br>He is bored. | •Keep circle time brief and gradually lengthen it during the year<br>•Find out something he really likes and embed it into circle time<br>•Give him opportunities for meaningful participation or a job<br>•Have an adult sit next to him and encourage him to participate in circle<br>•Acknowledge him when he is focused outside of group time and give him opportunities to share his interests. | •Practice attending for longer periods of time<br>•Respecting the space of others<br>•Listening when others speak<br>•Raising your hand when you want to speak and waiting for your turn<br>•Understanding the difference between a question and a comment |
| **What is the behavior?** | **Why might he/she be doing this?** | **What can I do to prevent this behavior?** | **What replacement skills can I teach?** |
| | | | |

# *Prevention Strategies*

- How can the environment be changed to reduce the likelihood that challenging behaviors will occur?
- What can be done to make challenging behaviors irrelevant?
- What procedures can I select that fit in with the natural routines and structure of the classroom or family?
- How can I build on what works?
- What can be done to help the child not respond to the trigger or change the trigger so that it does not cause challenging behavior?

# *Teaching Replacement Skills*

- Teach alternative behavior to challenging behavior.
- Replacement skills must be efficient and effective (i.e. work quickly for the child).
- Consider skills the child already has.
- Understand that children need time to practice positive behaviors and to apply them to new situations.
- Make sure that positive feedback for appropriate behavior is consistent.

See ideas for replacement skills at:

http://csefel.vanderbilt.edu/resources/training_preschool.html#mod3b

# *Replacement Skills Cue Cards*

# I Can Be a Super Friend

I can ask to play. _____

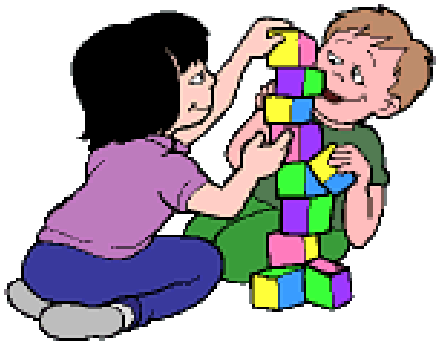
I can take turns. _____

I can go with the flow. _____

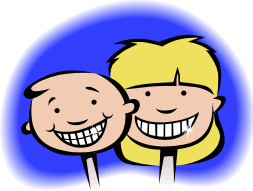
I can stop, think, and do. _____

DATE: _____

Super Friends talk and play nicely.



Super Friends use:

kind words, 

gentle hands & feet,

and take turns with materials.

# *What Doesn't Work*

Researchers Bodrova and Leong, whose work is based on Vygotsky's theories, say that those external reinforcement systems create "other directed regulation" – good behavior done not from some internal sense of control but for the approval of others, to avoid punishment and to win praise and treats.

They say that type of regulation is not valuable or lasting. Children learn only to be obedient, to follow orders, not how to understand and regulate their own impulses.

# Productivity

| Productivity |
| --- |
| Maximizing learning time |
| Routines |
| Transitions |
| Preparation |

# *Maximizing Learning Time**

| Time Wasters | Busy Work |
|---|---|
| Interruptions (announcements, phone calls, visitors, push in/pull out, early or late arrivers) | Worksheets |
| Testing | Holiday activities |
| Transitions (travel to and from lunch, specials, getting lined up, getting dressed, tying shoes, packing up, putting things away, wait time, handwashing, toileting, cleaning up) | Rote activities that do not challenge children's thinking |
| Calendar time, literacy blocks that are too long | |
| Technology not working | |

**Remember:** Minimize unnecessary transitions and busy work. Use routines like breakfast, snack and transitions for teaching important social emotional skills that will ultimately reduce time spent dealing with challenging behaviors.
*Summary from charts of all six Kindergarten Seminar cohorts.

# Instructional Learning Formats

| Instructional Learning Formats |
| --- |
| Effective facilitation |
| Variety of modalities and materials |
| Student interest |
| Clarity of learning objectives |

# Instructional Support

- Concept Development
- Quality of Feedback
- Language Modeling

# *Small Group Work*

- Read the descriptions from the CLASS manual for the highlighted dimension under Instructional Support for "Low," "Mid" and "High." Write the highlighted dimension at the top of your paper. *Example: Quality of Feedback – Encouragement and affirmation.*
- Choose one example from the text or come up with an example from your classroom that represents a high quality interaction.
- Draw a visual representation of that example and then write a sentence or two that describes why you think the interaction illustrates best practice. *Example: When Niko proudly showed me his work, I remembered that I did not want to respond with a half-hearted evaluative comment. This time, I paused, told him I noticed he put so much effort into his work, and asked him to help me hang it on the bulletin board.*
- Share with the whole group.

# Concept Development

| Concept Development |
| --- |
| Analysis and reasoning |
| Creating |
| Integration |
| Connections to the real world |

# *High-Quality Early Mathematics*



- It builds on prior math skills on the developmental continuum;
- It is taught through a mixture of teacher-led direct instruction and child-centered exploration and practice;
- It focuses on building a deep understanding of math concepts and skills;
- It includes engaging play-based activities with “teachable moments” about math;
- It promotes family engagement and helps parents support children’s math learning;
- It offers assessment and differentiated support for children who have learning disabilities in math.

# Quality of Feedback

| Quality of Feedback |
| --- |
| Scaffolding |
| Feedback loops |
| Prompting thought processes |
| Providing information |
| Encouragement and affirmation |

https://www.youtube.com/watch?v=uf1_7xxWPE0

# Language Modeling

| Language Modeling |
| --- |
| Frequent conversation |
| Open-ended questions |
| Repetition and extension |
| Self- and parallel talk |
| Advanced language |

# *Have Conversations*



- Be a good listener.
- Use interesting language and vocabulary.
- Repeat and clarify what the child says.
- Use open-ended prompts to keep the conversation going.
- Talk about topics that are interesting to the child.
- Encourage conversations between children.
- Invite another child to join your one-to-one conversation.
- Introduce “talking partners” into group discussions.

# *Vocabulary and Achievement*



- Children with larger vocabularies at the end of preschool learn to read more easily.
- Vocabulary is one of the strongest predictors of READING ACHIEVEMENT

✓ Better phonemic awareness in kindergarten

✓ Quicker word recognition in first grade

✓ Better reading comprehension in grades 3 & 4

Dickinson & Porche, 2011

**Handout:** *The Vocabulary-Rich Classroom: Modeling Sophisticated Word Use to Promote Word Consciousness and Vocabulary Growth by Lane and Allen*

# Examining TSG Data

- Did you collect data on every child for all the TSG math, literacy and social emotional objectives for the winter collection period?
- Do other sources of data such as feedback from specials, other assessments, parents and supervisors, align with the data you collected?
- How did you use this data to inform your planning for instruction?
- How are you adjusting your curricula to meet the needs of the children?

# *Pair and Share*

- Using your TSG Class Profile, take a few moments to look over and reflect on your data.  What areas can be celebrated and what areas cause concern?
- Select one group of children you would like to move from one level to the next in literacy or math.
- Share how you adapted your math or language curriculum to scaffold that group of children from one level to the next.
- Share examples with whole group.

# Seeing the Potential in Every Child



**When you were a child, was there a teacher**

Who saw you?
Who really heard you?
Who believed in you?
Who made you think
*"Gosh, I am somebody. They are really happy I'm here."*

Write down five attributes that describe that teacher in your journal. Set a personal goal for meeting the needs of one child or a small group of children in your classroom.

Complete your evaluation for Session Four.

# Closing Thoughts



- The best practices outlined today and summarized here are important for EVERY child to be successful as they engage in deeper, more satisfying learning experiences.
- But remember: *Despite your very best efforts, you should understand that you may not always reach every child. Be gentle with yourself and use that missed opportunity as a learning experience to guide you in the future.*

# Assignment for Session Five

Mounted on poster or trifold:

1. Before and After Photos (from Session Three)
2. Best examples of TSG documentation: one for math, one for ELA and one for SE (name TSG objective for each)
3. Provide an example of a worksheet or cut-and-paste activity you might typically use and the hands-on activity with open-ended materials you substituted that teaches the same TS GOLD objective or CCSS
4. One takeaway from the seminar
5. One goal you have for 2016-17

We will close with a final whole group activity. At end of day, completed evaluations will be collected and certificates will be distributed.

Questions?