

Guide to Supporting Children With Disabilities



Where All Children Play and Learn Together

Teaching Strategies believes that all children, those with and without disabilities, deserve equal opportunities to meaningfully participate in developmentally appropriate experiences and daily routines. We acknowledge that support is needed to remove potential barriers and follow the principles of the Universal Design for Learning (UDL) approach to teaching.

7 Ways Teaching Strategies Supports Children With Disabilities

- 1** Meet every child where they are
- 2** Plan responsively and individualize instruction
- 3** Provide multiple ways to demonstrate and observe learning
- 4** Support every teacher, when and where they need it
- 5** Establish routines and nurture social-emotional development
- 6** Harness the power of hands-on exploration
- 7** Engage families to reinforce learning at home

According to a joint position statement from the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) (2009),

“Universal Design for Learning (UDL) reflects practices that provide multiple and varied formats for instruction and learning. UDL principles and practices help to ensure that every young child has access to learning environments, to typical home or educational routines and activities, and to the general education curriculum.”

1

Meet Every Child Where They Are

Our Approach

Every element of the Teaching Strategies ecosystem connects to 38 research-based objectives for development and learning. No matter where a child's skills and development fall on the developmental continuum, their needs can be addressed with strengths-based progressions that represent widely held expectations from birth through third grade.

Application

Truly understand each child's needs by engaging authentic, observation-based formative assessment into each part of your day. Capture observations in the moment, incorporate family feedback, and track individual growth to create and inform a child's Individual Education Program (IEP).



Points to which pile of objects has more

Makes simple comparison between two objects

Compares and orders a small set of objects as appropriate

Uses multiples of the same unit to measure



Objective 22a. Measures objects

2

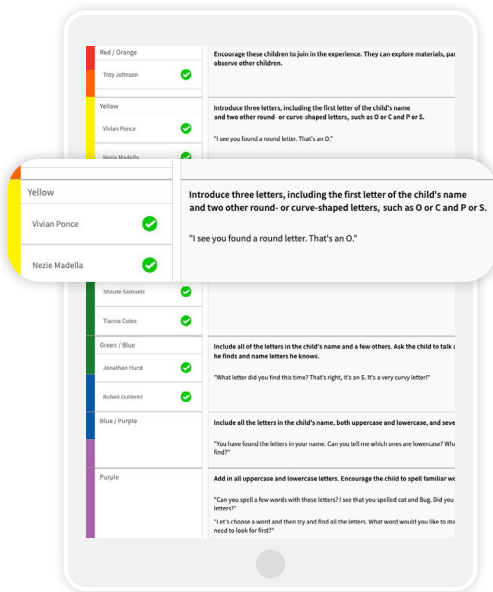
Plan Responsively and Individualize Instruction

Our Approach

Automatically connect assessment data with daily instructional resources, creating an ongoing feedback loop to inform interactions, instruction, and responsive planning.

Application

Identify and respect individual skill progression with color-coded strengths-based Teaching Sequences and detailed guidance to nurture each child's development while enabling all children to meaningfully participate in the same activity. Access a rich library of resources, which is searchable by skill so you can easily focus on areas that need extra support.



"In the ITE 'Buried Treasure,' I had all of the children place their magnet letters inside their sensory box of rice, noodles, and other 'stuff.' One child's main objective was to feel the contents of the box, while another's was to take the letters out and match them with a printout of letters on a cookie sheet. All of them got the sensory input, and then I was able to make it more academic for others"

Elizabeth Ragland, Teacher

Richmond Public Schools Early Childhood Special Education

3

Provide Multiple Ways to Demonstrate and Observe Learning

Our Approach

All children demonstrate learning in different ways, so teachers need a variety of options for observing evidence of learning at any time.

Application

Daily resources offer guidance on how to provide opportunities for children who have physical, language, speech, or developmental delays to demonstrate learning. Observations can take many forms, such as videos, images, notes, examples of children's work, or family engagement feedback, and are collected in many ways throughout the day or from families.



"I had a child who knew some color names but did not verbally say the right one when asked to find it. We would do matching games during circle time. He would take a beanbag and find something in the room that matched that color, then a friend would say the name and he would repeat it."

Nicole Copeland, Assistant T&C Specialist
NNSY Portsmouth - New Gosport Child Development Center

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Support Every Teacher, When and Where They Need it

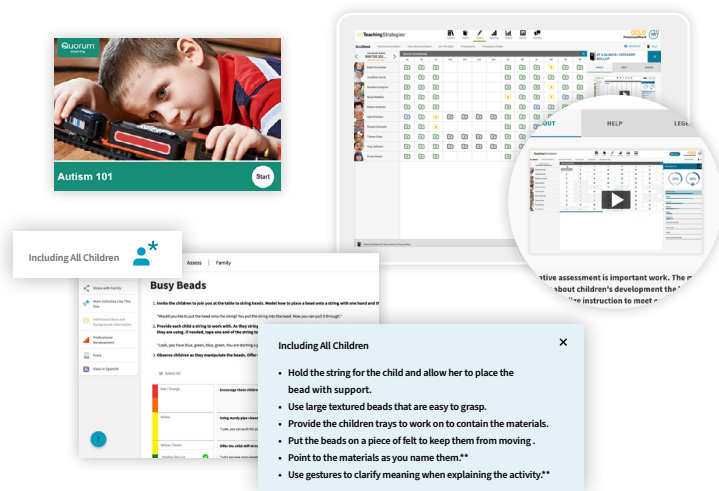
Our Approach

Regardless of their experience level with working with children with special needs, provide the support educators need to support children, when and where they need it.

Application

An accelerated teacher onboarding program; a built-in professional learning community; embedded guidance and microlearning; foundation volumes; and courses offered in a variety of formats, including all CDA and CCDF training, guide teachers to support children with special needs. These are only a few of our offerings.

- Supporting Children With Disabilities
- Autism 101 (English and Spanish)
- Basics of Inclusion (English and Spanish)
- Child Language Development and Signs of Delay (English and Spanish)
- Developmental Milestones (English and Spanish)
- The Nuts and Bolts of Developmental Screening (English)
- Amazing Development: Infants (English)
- Amazing Development: Toddlers (English)
- Amazing Development: Preschool (English)



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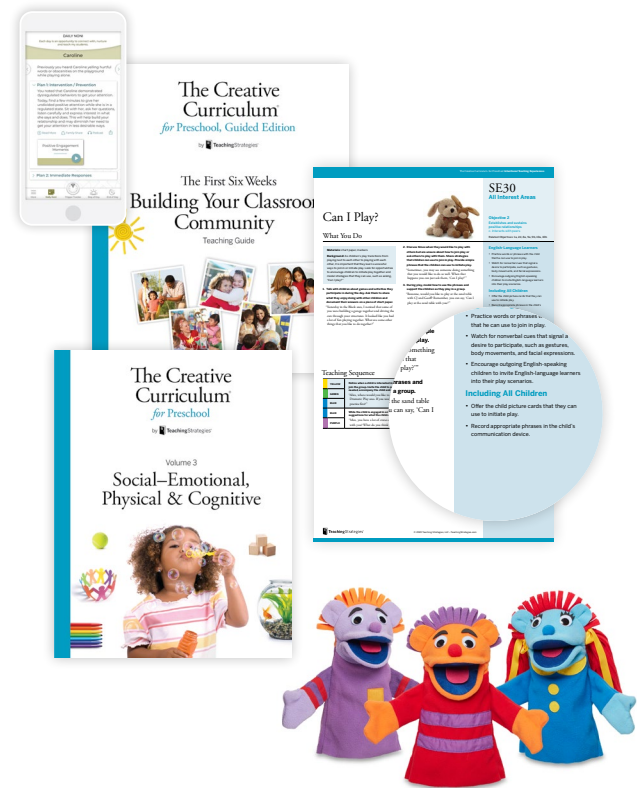
Establish Routines and Nurture Social-Emotional Development

Our Approach

Social-emotional development is critical to all early learners: that's why we focus on it throughout the year, each day, with dedicated resources. When teachers build a positive classroom community and establish reliable classroom routines and structures, all children have support for making friends, building resiliency, and resolving conflicts.

Application

Consistent and responsive classroom routines and relationships with adults and peers are critically important for children with special needs, which is why we provide abundant and dedicated resources, embedded guidance, and innovative tools to create trauma-sensitive, relationship-focused learning environments.



6

Harness the Power of Hands-On Exploration

Our Approach

Children engage in investigations of study topics that provide opportunities for exploring hands-on, interactive materials and resources from their everyday environments.

Application

Every child, no matter where they are developmentally, brings prior knowledge into the classroom. Studies offer all children and their families opportunities to investigate and build skills, no matter where they are in skill development.



"During the tree study, I had a family who shared that they went for a walk and took paper and crayons, as I had suggested. Their daughter, who is in a wheelchair, was so excited to be able to try to do a bark rubbing on a tree. They said that they had never thought of doing such an activity with her. They shared pictures of her beautiful smile beside the tree."

Karlie Kirkham, Gen. Ed Preschool teacher in an inclusive classroom
Sorenson Early Childhood Center (ages 3–5)

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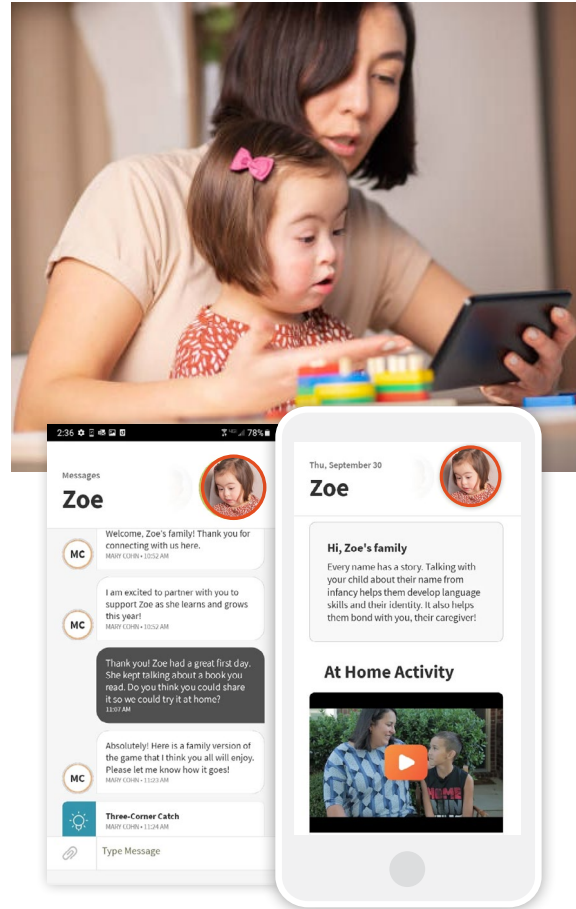
Engage Families to Reinforce Learning at Home

Our Approach

Create seamless transitions for children from home to school, build relationships with families by providing insight into classroom learning, and use family observations to inform how to best support their children.

Application

With automated playlists of books, videos, activities, and resources to support each investigation, provided in English and Spanish, and two-way communication, families can increase their knowledge of how to support developmentally appropriate learning at home, no matter their age or ability level.



Meet every child where they are through the power of a single platform that connects curriculum, assessment, family engagement, and professional development.

The Creative Curriculum®

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Build children's confidence, creativity, and critical thinking skills with the leading research-based, whole-child curriculum that features a hands-on, investigative learning approach.

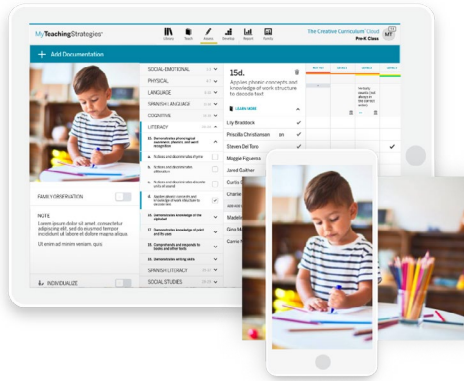
**for Infants, Toddlers & Twos
for Preschool
for Kindergarten
for Transitional Kindergarten
for Family Child Care**



GOLD[®]

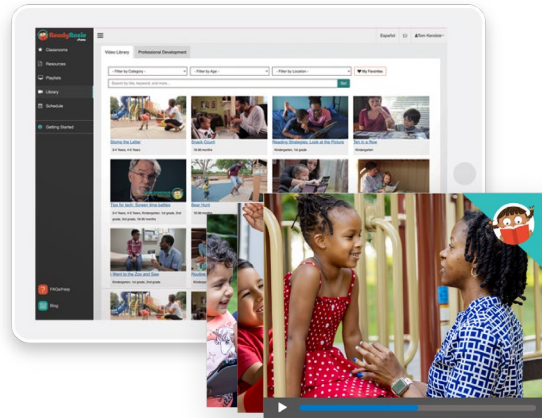
GOLD[®]

Move beyond measurement and drive differentiated, effective instruction. Inform instruction without disruption by embedding authentic, observation-based assessment into each part of your day.



ReadyRosie[®]

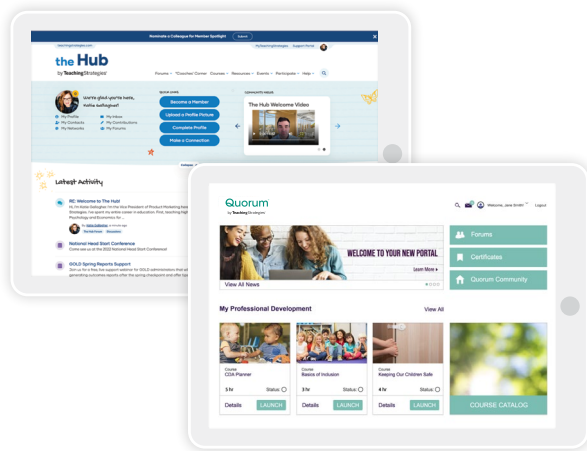
Better serve and engage all families with a research-based, evidence-informed early learning resource featuring video modeling to extend and reinforce learning at home.



Professional Development Teacher Membership

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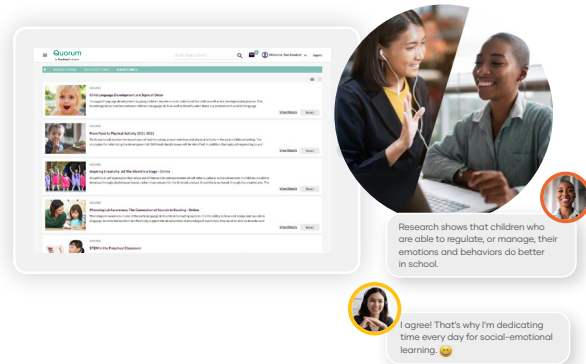
Support teachers and coaches with the flexibility of anywhere, anytime learning, in a variety of formats accessible to educators whenever learning fits best.



Professional Development Coach Membership

Professional Development Coach Membership

Elevate your entire coaching cycle throughout the year to boost outcomes for children with our professional development memberships.





Noni™

Create trauma-sensitive, relationship-focused learning environments to mitigate the impact of trauma and adverse childhood experiences (ACEs) on young children.



Al's Pals™: Kids Making Healthy Choices

Young children need resiliency now, more than ever. Prepare children for life's challenges with a comprehensive social-emotional learning curriculum for preschool.



Talk to your early learning expert today. Call 855-448-4352.