Application of Curriculum Framework in the Planning of Meaningful Learning Experiences

Initial Practice Based Professional Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE)

5.2

Standard 5

Candidates collaborate with families and professionals to use an evidence-based, developmentally appropriate, and culturally responsive early childhood curriculum addressing developmental and content domains. Candidates use curriculum frameworks to create and support universally designed, high-quality learning experiences in natural and inclusive environments that provide each child and family with equitable access and opportunities for learning and growth.

Component 5.2

- Candidates use their knowledge of early childhood curriculum frameworks, developmental and academic content knowledge, and related pedagogy to plan and ensure equitable access to universally designed, developmentally appropriate, and challenging learning experiences in natural and inclusive environments.

Objectives

- Describe how to choose curriculum frameworks, developmental and academic content knowledge, and related pedagogy to plan and ensure equitable access to natural and inclusive environments.

- Identify the principles of universal design for learning (UDL) in EI/ECSE.

- Describe how to use curriculum frameworks, developmental and academic content knowledge to plan universally designed, developmentally appropriate, and challenging learning experiences in natural and inclusive environments.

Building a Culture of Inclusion

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Support for Inclusion

- Research

- Federal

  - US Dept. of Education

  - US Dept. of Health & Human Services

- Law & Policy

  - ADA

  - IDEA

- Professional Organizations

  - NAEYC

  - DEC

Barriers to Implementation

- Attitudes and Beliefs

- IDEA Interpretation

- Lack of Training

- Access to Workforce Expertise

- Lack of Comprehensive Services

- System Collaboration

Activity

- List one barrier and identify how you can advocate for inclusion using the "support for inclusion" resources.

Universal Practices in EI/ECSE

- Universal Design for Learning (UDL)

- Responsive Interactions

- Peer Interactions

- Embedded Learning Opportunities

- Activity Based Intervention

Universal Design for Learning

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UDL Values

- Every student has their unique learning style

- Every student should have an equal opportunity to learn

- Change the curriculum, not the student, by removing barriers

UDL: A Scientific Approach to Learning

- Foundational Research

- Principle Research

- Promising Practices Research

- Implementation Research

UDL Principles

- **Engagement**: The "Why" of learning

  - The affective network

- **Representation**: The "What" of learning

  - The recognition network

- **Action & Expression**: The "How" of learning

  - The strategic network

Engagement I

- Recruiting Interest

  - Spark excitement for learning

- Checkpoints

  - Optimize individual choice and autonomy

  - Optimize relevance, value and authenticity

  - Minimize threats and distractions

Engagement II

- Sustaining Effort & Persistence

  - Approach challenges with focus & determination

- Checkpoints

  - Heighten salience of goals and objectives

  - Vary demands and resources to optimize challenge

  - Foster collaboration and community

  - Increase mastery-oriented feedback

Engagement III

- Self Regulation

  - The power of motivation in learning

- Checkpoints

  - Promote expectations and beliefs that optimize motivation

  - Facilitate personal coping skills and strategies

  - Develop self-assessment and reflection

Engagement Activity

https://youtu.be/cPofHKsClBI

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Representation I

- Perception

  - Flexible content

- Checkpoints

  - Offer ways of customizing the display of information

  - Offer alternatives for auditory information

  - Offer alternatives for visual information

Representation II

- Language & Symbols
  - Communicate through language that creates a shared understanding

- Checkpoints
  - Clarify vocabulary and symbols
  - Clarify syntax and structure
  - Support decoding of text, mathematical notation and symbols
  - Promote understanding across languages
  - Illustrate through multiple media

Representation III

- Comprehension

  - Construct meaning and generate new understanding

- Checkpoints

  - Activate or supply background knowledge

  - Highlight patterns, critical features, big ideas and relationships

  - Guide information processing and visualization

  - Maximize transfer and generalization

Representation Activity

- Plan a story time using multiple means of representation.

Action & Expression I

- Physical Action

  - Interact with accessible materials and tools

- Checkpoints

  - Vary the methods for response and navigation

  - Optimize access to tools and assistive technologies

Action & Expression II

- Expression & Communication

  - Compose and share ideas using tools

- Checkpoints

  - Use multiple media for communication

  - Use multiple tools for construction and composition

  - Build fluencies with graduated levels of support for practice and performance

Action & Expression III

- Executive Functions

  - Develop and act on plans to make the most out of learning

- Checkpoints

  - Guide appropriate goal-setting

  - Support planning and strategy development

  - Facilitate managing information and resources

  - Enhance capacity for monitoring progress

Action & Expression Activity

- [UDL: Build fluencies with graduated levels of support for practice and performance (cast.org)](cast.org)

- Visit the CAST website for checkpoint 5.3

- How can you implement this during make-believe play?

Responsive Interaction

- Awareness of child's behaviors and communicative signals

- Accurate interpretation of child's signals

- Positive and contingent responses to child's intent

- Balanced supports for and challenges to child's current and future abilities

Responsive strategies

- Observation first: what is the child interested in and how can you join the child in that activity?

- Noticing and responding to the sounds, expressions, gestures and eye gaze of the child

- Building in wait time to allow child response

- Commenting on child behaviors

- Imitating the child

- Delighting in the child's presence

Responsive Interactions - Video

- Watch these interactions and identify some responsive strategies you see being used here

- What learning was happening in each of these interactions?

Responsive Interactions - Video

Universal Strategies: Including Peers

https://youtu.be/45DV6bGo-hk

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Embedded Learning Opportunities

- Adults implement short teaching events within everyday activities, routines and transitions to promote child learning.

- Example:

- [Video 7.17: Letters on the alphabet tree | Connect Modules (dec-sped.org)](dec-sped.org)

Activity Based Intervention

- Focus on functional goals that are meaningful and developmentally appropriate

- Intervention is embedded into everyday activities and routines

- Activities are child-directed and individualized

- Timely and integral feedback is provided

Jenni's Story

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