

Handout #1  
Using ACCEPT Infused Course Calendars  
Resources and Activities

Activity #1: [Early Intervention: A Routines-Based Approach –Part I: Traditional vs Routines,](#)

How do you plan to infuse this resource within content and activities of Child Development I?

Activities should focus on the features of a routines-based approach to providing services to children in Early Intervention Programs. An example of an activity is as follows:

Activity

After watching Early Intervention: A Routines-Based Approach –Part I: Traditional vs Routines, have students take the Early Intervention quiz retrieved from <http://www.brookespublishing.com/resource-center/archive/quizzes/early-intervention/>.

Do you think this activity will help scholars demonstrate understanding of early intervention supports and services provided through a routines-based approach?

Explain.

Activity #2: [SWIFT Domains and Features at Henderson School](#)

How do you plan to infuse this resource within content and activities of Child Development II?

Activities should focus on the characteristics of an inclusive school including the evidence-based practices teachers use in that setting and the programs in place that support the development and learning of all children. An example of an activity to use with this resource is as follows:

As scholars view [SWIFT Domains and Features at Henderson School](#), have them document a critical teacher competency from DEC Recommended Practices needed for the implementation of each of the following features of an inclusive school: co-teaching, collaborative instruction among peers, station teaching, universal design for learning, data-based decision making, and individualized teaching.

Do you think this activity will help scholars learn best practices in an inclusive setting? Explain.

Activity #3: [\*Giving Expectations Individually\*](#)

How do you plan to infuse this resource within content and activities of Child Guidance?

Activities focus on helping scholars understand how to promote social-emotional outcomes of all children and awareness of evidence-based practices designed for children needing additional support. An example of an activity to use with this resource is as follows:

As scholars view [\*Giving Expectations Individually\*](#), have them document the content the teacher is helping her student master. What support is she providing to help the student master this content? What do you think the teacher is showing her student?

Do you think this activity will help scholars understand how to promote social-emotional outcomes of all children and gain awareness of evidence-based practices designed for children needing additional support? Explain.

Activity #4: [\*Inclusion, belonging and the disability revolution: Jennie Fenton at TEDxBelling\*](#)

How do you plan to infuse this resource within content and activities of Child Development II?

Activities should focus on scholars demonstrating awareness of the role of the teacher as an advocate. An example of an activity to use with this resource is as follows:

After viewing Inclusion, Belonging and the Disability Revolution: Jennie Fenton at TEDxBelling have scholars document their thoughts about the role of the teacher as an advocate, creating a classroom that is a socially inclusive community.

Do you think this activity will help scholars learn best practices in an inclusive setting? Explain.

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Activity #5: [Family to Family Health Information Center](#)

How do you plan to infuse this resource within content and activities of Health, Safety, and Nutrition?

Activities should focus on scholars demonstrating knowledge of how to use information linked to this PACER CENTER website page. An example of an activity to use with this resource is as follows:

Have scholars read over the webpage information at PACER CENTER: [Family to Family Health Information Center](#) and view the 2:19 minute video My Care: Tracy and Sami W. in Appleton, Wisconsin. Then present them with the following scenario: Imagine that your director has just informed you that Sami will be joining your classroom. As his teacher, collaboration and team work will be very important in meeting his needs. Document a list of individuals you will want to contact to act as part of his team by contributing their own unique expertise and knowledge. Write questions you have for each team member that will provide you with critical information to enhance his development and learning in your classroom.

Do you think this activity will help scholars learn best practices in an inclusive setting? Explain.

Activity #6: [Professional Development Program: Scaffolding](#)

How do you plan to infuse this resource within content and activities of Curriculum Planning?

Activity: Activities should focus on scholars demonstrating awareness of best practices in implementing Universal Design for Learning.

Universal Design for Learning involves multiple means of engagement, representation action and expression. After viewing [Professional Development Program: Scaffolding](#), have scholars document what the teacher did to ensure the engagement of two children in the puzzle activity. What might have been a common curriculum goal for both children? What might have been an individualized embedded goals for each child?

Do you think this activity will help scholars learn best practices in implementing Universal Design for Learning? Explain.

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Activity #7: [Aurelius Reading at Naptime](#)

How do you plan to infuse this resource within content and activities of Child, Family and Community?

Activities should focus on different strategies that build positive communication with families. An example of an activity to use with this resource is as follows:

After viewing [Aurelius Reading at Naptime](#), have scholars read through the [2014 DEC Recommended Practices](#) for practitioners when working with families (pp. 9,-10) and document the ones that relate to teacher practices demonstrated in the video.

Do you think this activity will help scholars demonstrate an understanding of how to build trusting and respectful partnerships with the families of children within inclusive settings?

Explain.

Activity #8: [Start with the Arts](#) (pages 22 to 25)

How do you plan to infuse this resource within the curriculum for Creative Activities?

Activities should focus on scholars demonstrating knowledge of how teachers can incorporate creative activities into their classrooms that meet the needs of all learners. An example of an activity to use with this resource is as follows:

After scholars read pages 22 to 25 of [Start with the Arts](#), have them answer the following questions:

- (1) How could you tailor an activity to include both visual arts and creative dramatics?
- (2) What is an example of an arts activity designed to relate to a current event?
- (3) How can you develop an arts activity that matches students' experiences with materials?
- (4) What questions do you need to address when planning an arts activity that includes children with physical