

**KEY**

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/>.

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.

**Co-teaching: TC1. Practitioners representing multiple disciplines and families work together as a team to plan and implement supports and services to meet the unique needs of each child and family.**

**Collaborative Instruction among peers: INS8. Practitioners use peer-mediated intervention to teach skills and to promote child engagement and learning.**

**Station Teaching: A9. Practitioners implement systematic ongoing assessment to identify learning targets, plan activities, and monitor the child's progress to revise instruction as needed.**

**KEY**

Universal Design for Learning: INS10. Practitioners implement the frequency, intensity, and duration of instruction needed to address the child's phase and pace of learning or the level of support needed by the family to achieve the child's outcomes or goals.

Data-Based Decision-Making: A9. Practitioners implement systematic ongoing assessment to identify learning targets, plan activities, and monitor the child's progress to revise instruction as needed.

A10. Practitioners use assessment tools with sufficient sensitivity to detect child progress, especially for the child with significant support needs.

Individualized Teaching: INS10. Practitioners implement the frequency, intensity, and duration of instruction needed to address the child's phase and pace of learning or the level of support needed by the family to achieve the child's outcomes or goals.

Yes although it would be good to have them view more preschool examples.

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?

The teacher is teaching the child her procedures for lining up. She is providing visuals with her verbal directions. I think she is showing the student pictures of the signals and then photos of what she wants the student to do when signals are given.

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.

I use this video because I think reviewing expectations with an entire class, with a small group or with an individual is one of the most effective strategies for preventing transition melt downs. So you are teaching your children the curriculum of doing school. So part of that curriculum is teaching rules but

Handout #1  
Using ACCEPT Infused Course Calendars  
Resources and Activities

**KEY**

you also want to teach more specific procedures. Here's one—As a teacher, I say-When I give you this signal, start to get ready to---clean up for circle time, come in off the playground. You can ring a bell to indicate-okay time to put everything away, blow a fog horn to indicate, line up. First one in line gets to pick from a variety of small hand held instruments to play when everyone is in line. She taught behavior through songs. She had a song for everything. She could provide individualized support on a dime with a song she made up there and then. The music was great but it was the fact that the songs were teaching children what they needed to do that was so powerful. Alert—this is just Kate's opinion but sometimes have a problem with the titles Child Guidance and Behavior Management because when I was a teacher, it was all about Behavior Instruction. I embedded behavior instruction in everything I did. Vocabulary instruction is such a big part of behavior instruction. As I taught the rules and expectations, I had to make sure my children understood every word. Kindness to one child was completely different to another and to me. So I love this video because she isn't managing or guiding so much as she is providing high quality instruction. She's teaching content-how to line up. She's doing it verbally, visually, and in a very positive way with very positive voice tone.

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.

Jennie Fenton reminds us that we need to focus on what all children can do and to share with parents the progress they are making toward their learning goals and the relationships they are developing with other students.

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

It may not help them learn best practices but it will make them aware of the need to learn best practices. It doesn't show them what best practices look like but focuses more on need.

**KEY**

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.

I would first contact and meet with Sami's family to talk about his educational needs, then meet with them, the school nurse, the school administrator to create a health care plan for Sami. Questions for the family would include: What are Sami's physical needs in the classroom. What modifications or accommodations have been provided in the past and did they work? Would you like me to meet with his doctors? Would you like to be there? I would use a health care form found on the infused course calendar to guide my questions. I would ask the nurse to review her role in the health care plan and ask her if she could help educate staff, students and others about the Sami's health care needs. I would ask the administrator to review her role in Sami's education.

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

I think the activity helps more than the video. The video provides information about the Affordable Health Care Act that I could pass on to parents but it is the activities that helps me practice communication skills I need to collaborate successfully.

**KEY**

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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?

She planned to have them share that activity. A common goal for both children might have been to build visual tracking or dexterity. An individualized embedded goal for each child might have been to interact appropriately and show quality of good citizenship.

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

I think it shows how children can demonstrate mastery of a skill one way. Also, if the puzzle is a picture of something the children are learning about, it shows one way that content can be represented. To gain a better understanding of UDL, scholars need information on different ways content can be represented and different ways children can show mastery. See <http://www.udlcenter.org/implementation/examples>

[http://lessonbuilder.cast.org/explore.php?op=static&pid=butterflies\\_1](http://lessonbuilder.cast.org/explore.php?op=static&pid=butterflies_1)

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.

**KEY**

F1. Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio-economic diversity.

F2. Practitioners provide the family with up-to-date, comprehensive and unbiased information in a way that the family can understand and use to make informed choices and decisions.

F3. Practitioners are responsive to the family's concerns, priorities, and changing life circumstances.

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?

Yes. It definitely shows the power of showing videos of children's progress to parents.

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?

Children could create sound effects for the story in "Storms and Sounds," a drama activity, and also create drawings about a stormy night, a visual arts extension to the story.

(2) What is an example of an arts activity designed to relate to a current event?

"Here Come the Clouds" would be an effective visual arts activity for a cloudy day.

The music lesson "Rain Song" would be appropriate for a rainy day.

(3) How can you develop an arts activity that matches students' experiences with materials?

Handout #1  
Using ACCEPT Infused Course Calendars  
Resources and Activities

**KEY**

Help children discover what a medium can do if they have had no experience with it. For instance, have them manipulate clay in different ways so they can explore all the possibilities of the medium or have them experience the range of sound different drums make.

(4) What questions do you need to address when planning an arts activity that includes children with physical disabilities? **What is my expected outcome? What modifications are needed?**

Do you think this resource will help scholars demonstrate knowledge of how teachers can incorporate creative activities into their classrooms that meet the needs of all learners? Explain.

This resource gives many example to help teachers incorporate creative activities for all learners.