



HSCI Module: Assessing and Strengthening the Foundation Presenter's Notes

Materials Needed:

- Presenter's PowerPoint
- Projector and audio equipment
- Handout: Participant's PowerPoint Notes
- Handout: Classroom Quality Indicators
- Optional for "make and take" activity: printed schedule symbols (enough for each classroom team or participant – keep in mind the number of times classrooms have activities such as meals and circle when printing), glue sticks, markers, poster board, construction paper
- Handout: Tips for Teachers - Zoning
- Handout: Staff Zoning Chart Directions
- Handout: Staff Zoning Chart (two versions – 2-staff and 3-staff charts)
- Handout: Zoning Map
- Clear plastic sheet covers for each participant or team (optional; for activity)
- Dry erase markers for each participant or team (optional; for activity)
- Handout: Planning for Transitions Worksheet
- Handout: Teacher's Guide - Membership
- Print and Go: Asking a Friend to Play
- Handout: Evaluation

Using the HSCI Framework

Handout the Participant's PowerPoint Notes

Introduce yourself and ask participants to say a few things about themselves. Ask about their experience working with young children with special needs.

Slide 1



handout

Slide 2

Today's Objectives

Provide participants with information about the three objectives for this module. They are:

- Learn about the HSCI framework for teaching young children with special needs
- Identify and describe the foundational block of the framework
- Learn practical strategies to increase social inclusion – or membership – of children with special needs

Slide 3

The HSCI Framework

Introduce the framework which guides the training. The HSCI framework provides a set of educational practices designed to help Head Start teachers do a more effective job of including young children with disabilities and other special needs in their preschool classrooms. The HSCI Framework is based upon the work by Drs. Susan Sandall, Ilene Schwartz and others involved with the Early Childhood Research Institute on Inclusion. The work is published in a book called: Building Blocks for Teaching Preschoolers with Special Needs, published by Brookes Publishing Company

Slide 4

Supplements Curriculum

The HSCI Framework is not a curriculum, but instead provides a framework for addressing the individual needs of young children in Head Start. It can, therefore, be used with a high-quality early childhood curriculum such as the Creative Curriculum, High/Scope, or the Project Approach.

Ask participants which curriculum they are using in their classrooms, so that you can reference them when appropriate.

Slide 5

Helping Children Thrive!

Even though the HSCI Framework was developed with young children with disabilities in mind, it provides an approach and practical strategies that can be effective in helping all children, regardless of disability status, to participate and learn in Head Start. That is, you may also find this information helpful for a young child who does not have an IEP.

Slide 6

Graphic –(Framework)

The HSCI Framework is a multi-tiered model. Each tier utilizes a higher degree of intensity. The foundation is a "high quality early childhood program." The second tier includes eight types of curriculum modifications. The third tier features strategies to embed a child's learning goals into the ongoing daily routines and activities. Finally, the top tier, includes the provision of intensive and explicit child focused strategies. As a child requires more support he moves up the blocks of the framework. The teacher and staff provide more focused and individualized instruction and strategies as needed. We will discuss more about the upper tiers in other presentations. Today our focus will be on the foundational tier.

Slide 7

The Foundation

The successful inclusion of young children is based on the assumption that the early childhood settings are already high quality places where children are provided with warm and responsive teaching, and where their developmental needs are met. Therefore, the first step in using the HSCI Framework is to assess the current level of classroom quality and to find out to what extent the basic features of a high-quality early childhood program are in place.

Slide 8

A Strong Foundation

We will present three components of the foundational block of the HSCI Framework foundation. These are the ten signs of a good preschool classroom, or the Quality Classroom Indicators; three additional components to consider are – classroom arrangement, schedules and transitions; and finally the heart of inclusion – social membership.

Slide 9

Quality Classroom Assessment

There are many approaches and instruments to evaluating the quality of a preschool classroom. For example one might use the ECERS-R, the CLASS, the PAS or a Head Start Federal Review. Each of these listed, uses an intense observational approach, looking for the presence or absence of specified indicators. In this module, we will use a less intense and more reflective approach. We ask that you consider the ten signs of a quality preschool classroom and make a determination as to what extent these are in place in your classroom.

First think about these four:

1. Do children spend most of their time playing and working with materials or with other children?
2. Do children have access to various activities throughout the day?
3. Do teachers work with individual children, small groups, and the whole group at different times during the day?
4. Is the classroom decorated with children's original artwork, their own writing, and stories they've dictated?

Slide 10

Now think about these;

5. Do children learn within meaningful (i.e., relevant to their interests and experiences) contexts?
6. Do children work on projects and have extended periods of time to play and explore?
7. Do children have an opportunity to play outside everyday?
8. Do teachers read books to children individually or in small groups throughout the day?
9. Is the curriculum adapted for those who are ahead as well as those who need additional help?
10. Do the children and their families feel safe and secure within their early childhood program?

Slide 11



handout



small group

Activity

Handout the Classroom Quality Indicators Checklist

Small group or individual activity: Using the **Classroom Quality Indicators Checklist**, look over the classroom quality indicators and determine what is in place and what may need some attention or tuning up!

Slide 12

Classroom Quality — more things to consider

The Classroom Quality Indicators are a great start to thinking about the foundation of the HSCI Framework for inclusion, but they are not sufficient. Consider these other three key components of a good foundation. Depending on the curricular approach your program uses (High Scope, Creative Curriculum, etc), these may or may not “fit” philosophically. However, they are strategies that can prove helpful for young children.

- Classroom arrangement
- Schedule
- Transitions
- Staff scheduling/Zoning
- Membership

Slide 13



handout

Classroom Arrangement

There is so much about the physical arrangement of the classroom that can help prevent challenging behaviors and increase active engagement of all young children. Consider:

- Classroom is designed with a variety of areas with easily viewed boundaries

A well organized classroom provides young children with information about what they are expected to do in a specific learning center. When teachers can see all of the children, the children are likely to be able to see the teacher as well. This visual reference can stave off some challenging behavior (in fact, John Reid of the Oregon Social Learning Center calls this the “scarecrow effect!”).

- Avoid wide open spaces

This is most likely a reminder to most of you. Consider that a four year old child told to move across the room, without anything in the way, will most likely run, gallop or tumble to get there. This is fine if you are working on gross motor skills, but disruptive if you are not. When we are lucky enough to have spacious classrooms, we can have a “class meeting” or “circle time” area, which is great when we are meeting as a whole group. However, when the children are in learning centers, this space can be wide open! Consider moving another activity into the area during center time to break up the wide space (e.g., the sand/water table, big hollow blocks, etc). Take a minute and share with your colleagues about your space. If you feel like sketching it out feel free to use the **Zoning Map**. We will use this later too.

Optional: Handout out the Zoning Map

- Materials are organized and in good working order before children arrive

Imagine the frustration for a child when they almost complete a puzzle and the last piece is missing, or they are ready to glue on the yarn to their paper and the glue bottle is empty – or dried shut; or when they are called over to circle time but the teachers spends a lot of time trying to find the book he was going to read, or the CD of music she was going to play! This frustration can decrease the amount of time children are actively engaged in learning and can create some challenging behaviors. Teachers in high quality classrooms are prepared. They have a system for checking materials, refreshing, and getting rid of materials on a regular basis. Ask participants to share how they do this in their classrooms. What system seems to work for them?

One idea to share comes from a classroom teacher in Seattle. She organized her small group tables by color: red, yellow and blue. Then she found three bins (one red, one yellow and one blue). She used the bins for small group activities. In advance (before children were there), she would gather all of the materials required for the small group activity that day (e.g., glue, scissors, glitter, crayons, paper, etc), and she would divide it up into the three bins according to how many children sat at each table. She placed the bins on a low shelf. When it was time for small group, children grabbed the coordinating bin and took it to their table, reached in for all the needed materials and got started!

- Visual reminders of expected behavior

Young children do not have as developed memories as adults and may require numerous reminders of their expected behavior. However, visual reminders can decrease the need for the teachers to be using verbal reminders (verbal reminders can be frustrating if, as a child, my teacher does not speak my language). Visual reminders can be covering up certain areas, shelves or toys with cloth. Other examples include pictures, symbols, or photographs showing the children what to do in a certain learning center, how to participate at story time, to complete an activity or how to move down the hall. Ask teachers to share if they use visual reminders. In the next few slides we will see some real examples of how teachers provide children with visual reminders of the expected behavior in the classroom.

Slide 14

Photo – (carpet squares)

Bright colored carpet squares placed for circle time provide visual information as to where children should keep their bodies during a whole group activity.

Slide 15

Photo – (stop sign)

The stop sign provides a visual reminder that the area or activity is not currently available. This sign is secured to a “traffic cone.” The cones are then simply moved aside when the learning center is open.

Slide 16

Photo – (material over computer)

The material draped over the computer, as well as the stop sign, provide visual information to a child that the computer area is not open right now.

Slide 17

Photo – (three pictures)

Drawings provide visual reminders of what children are to do at large group time: eyes on the action, raise a quiet hand, and keep a safe body. These are placed at the child's eye level and are removable so the teacher can take one off at a time to remind children of a specific rule.

Slide 18

Photo – (vertical signs)

In this slide we see pictures of the expected behaviors posted on the door to go out to the hall: Quiet mouth, walking feet, safe body, and eyes forward are the expected behaviors in this classroom.

Slide 19

Schedule

Most teachers know that having a consistent and predictable schedule is one of the best ways to prevent challenging behavior and to increase active engagement in the preschool classroom. Here are some other things to consider about the schedule:

- Consistent and predictable schedule is available in a developmentally appropriate way
- Alternate active and vigorous activities with less active experiences
- Create routines within routines

Let's look at an example from a real classroom.

Slide 20

Photo – (schedule)

Here is an example of the daily schedule being provided to children in a developmentally appropriate way – with drawings and simple text. There are some other nice features in this example. The teachers organized the activities into a pocket chart. This is helpful because when activities are completed, the teacher (or a child) can turn the activity around to signify "all done". The children can clearly see what will come next. This pocket chart is also helpful because when there is a change in the schedule, the teacher can prepare children ahead of time that there will be a change by removing the usual activity and replacing it with a picture of what will happen instead (e.g., we won't go outside today, instead we will go to the gymnasium because it is too stormy).

Ask teachers to consider if their schedules are posted, and if they are "readable" for young children. Then, have them share other ideas for displaying the schedule.

Optional: Make and Take Schedule activity

Provide teachers with glue sticks, scissors, paper and printed copies of the classroom schedule symbols provided on the HSCI website. Give teachers time to create a schedule they can use in their classroom right away! You can also provide this activity during a break or working lunch time. Or, send them home with the materials.



Slide 21

Routines within Routines

- In addition to having a predictable schedule of activities, create a rhythm to the routine by having the same activities happen in the same order
- For example, during circle time
 - Sing hello song
 - Look at the job chart
 - Read a book
 - Music and movement activity
 - Choose learning centers

Slide 22

Photo – (personal schedule)

Here is an example of the routine within routine for circle time. Take a moment, look at your daily schedule and jot down what the routine within the routine is or what it could be.

Slide 23

Transitions

Transitions can be very tricky for young children. Ask participants to say why they think transitions can be hard for young children. Ideas might include: because they have to stop doing something they like, because there is too much waiting; because they aren't sure what to do next; etc. After listing reasons why transitions can be hard, describe the strategies we can put in place to make them less difficult for young children:

- Eliminate unnecessary transitions and wait time
- Teach the expectations during transition time
- Use pictures and other consistent and salient cues
- Provide choices

Slide 24

Eliminate unnecessary transitions and wait time

In order to eliminate unnecessary transitions and wait time, consider:

- Is the transition necessary?
 - For example, some teachers schedule several whole group instruction times during the day in order to gather and quickly explain the next activity. Instead of gathering for a few moments, is there a way to explain, discuss, make choices, etc. at the previous activity? This would cut out at least 1 transition per activity!
 - In one classroom, when children finished breakfast they moved to the book area. As soon as everyone made it to the book area they moved as a group to circle. Here they chose their first activity for free play from picture choices on the wall. From breakfast to free play a total of 3 transitions occurred. The teacher later modified her schedule by announcing the available areas of play for the day while children were at breakfast. As the children finished, they chose their first activity for free play from a picture choice board at their table (the teacher created new picture choice boards for each table). The children then moved from breakfast to free play. This change cut out 2 transitions!
- Is the “whole group” transition necessary?
 - Or, can children transition in small groups or individually (e.g., bathrooms, hand washing, etc)?
- To eliminate wait time
 - Begin when just a few children are ready with a motivating activity (e.g., blow bubbles, musical instruments, number chant, etc.)
 - Plan activities that children can get started on their own

Slide 25

Transitions

In this picture, we see the teacher blowing bubbles as children line up to go home for the day. Blowing bubbles reinforces and keeps the children engaged who are already in line, but also serves to motivate other children to hurry up and transition.

Slide 26

Teach the expectations during transition time***Handout the Planning for Transitions worksheet***

Using the **Planning for Transitions** worksheet, have participants work in teams to:

- List the daily schedule of the classroom down the left column.
- Describe the expected behaviors for children for each transition.
- Describe what adults should do during transitions.
- Discuss when and how you will teach the transition



Slide 27

Use pictures and other consistent and salient cues

- Use a consistent cue that signals a change (e.g., bell, drum, song)
- Show children pictures of where they will go next (e.g., transition cue cards)

Slide 28

Graphic – (transition cue cards)

Here is an example of some transition cue cards that could be used in a preschool classroom. The idea is to show a child a picture of where he or she is going next. You can find these and other cue cards on the Head Start Inclusion website.

Slide 29

Provide Choices

- Provide children with choices about how to complete the transition
 - For example:
 - Do you want to sit by the window or the behind the bus driver?
 - Do you want to use the blue or the red crayon to write your name?
 - Do you want to clean up the unit blocks or the farm animals?

Slide 30

Staff Zoning

Moving on to another component to consider when creating a high quality classroom: management and supervision.

- Zoning is a technique used to organize classroom staff

It is a systematic way for a teacher to organize their staff to maximize child engagement and staff efficiency.

- Each staff member is assigned a role

During each activity and transitions between activities, each available teacher can be assigned to a specific area of the classroom and be expected to perform the necessary set of duties. For example, during a snack time activity, one teacher is assigned the task of distributing the snack to the tables before the children are seated; another teacher might be assigned to be the first one at the tables in order to greet the children as they find their seats; and a third teacher (if available) might be assigned the task of remaining at the previous activity to assist in finishing with the clean-up. To give another example of what zoning might look like; let's think about the common classroom transition from closing circle to departure from school. One teacher might be assigned the role of the line leader, positioning herself at the front door, singing songs and commenting on the kids who come over and line up; a second teacher could have the job of remaining at the cubbies, supporting children with finding their coats and backpacks and directing them to then go line up.

- Zoning can be used throughout the whole day, not just during free play time

Although free play or center time is a great place to begin using the zoning technique, the true benefits of zoning are found when it used throughout the entire day.

- Zoning helps staff know exactly what their duties are at all times of the day

Because "zones" and duties and responsibilities are set up before the day begins, all staff members are aware of their expectations throughout the school day. Another important note about zoning is that it is not ever meant to feel restricting or something that should be "set in stone". Things often come up in the preschool classroom that create a need for spontaneous changes or temporary shifts in teacher responsibilities. Being able to move around the classroom when needed is part of being a responsive teacher. However, when there is a specific zoning schedule in place, it is much easier for a classroom to get back on track after unexpected events are over.

Slide 31



handout

Why use Zoning?

Handout Tips for Teachers—Zoning worksheet

Allow participants a couple of minutes to read through some tips on Zoning.

- Zoning can increase staff efficiency

Everyone knows where they need to be and who handles any unexpected events. The staff can work much more efficiently as team this way by eliminating staff doubling up on some jobs, while other tasks go undone.

- Staff zoning can help to eliminate non-engagement behaviors

When kids are waiting for even a short time, behaviors such as whining, wandering around the room, and acting aggressively can begin to crop up. By eliminating the time a child has to wait for an activity to begin, or to transition to another activity we can help to cut down on these behaviors. We want to provide children with a variety of engaging activities to support their learning, and we want our staff to move through the day in a way that is organized and responsive to children. Zoning helps to increase child engagement and eliminate wait time because teachers know where they should be and what they should be doing.

- Zoning helps build confidence in preschool staff

When zoning is used, each staff member can see they have a vital role in the running of the classroom. They know what area of the classroom they are responsible for, and any confusion they could have about what they should be doing is gone.

- Zoning can be used with as few as 2 staff members

Some teachers have said that they don't need to do zoning in their classrooms because they only have two staff members and they just know what needs to be done. We understand that with only two teachers in the room, you have to run a highly organized and efficient room, but we urge you to fill out your zoning chart anyway. You'll be surprised when you actually get your activities and tasks down on paper, how much will be brought to your attention. Often times, classrooms with only two teachers are simply just trying to survive, so sometimes important jobs get missed. Creating a zoning chart can help with that overwhelmed feeling that comes with running a busy classroom.

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Types of Zoning

There are two types of zoning that are most commonly used in the preschool classroom.

- Zone: Each staff member is responsible for a separate section or "zone" in the classroom.

This first type is the typical zoning that was described in the previous slides. Teachers spread out around the classroom and each teacher has a specific job or set of duties that they are responsible for.

- One-on-One: Staff members are responsible for staying near or "zoning" with a child who has more significant challenges.

In one-on-one zoning, one teacher is responsible for shadowing one student throughout the day, hence the term one-on-one. This situation might be used when a new student joins the class and needs some extra special attention to learn the routine, or you could also use this type of zoning with a student who has the potential to become aggressive with other students and needs a teacher close by. For the purposes of this presentation, we will continue to focus on the first type of zoning listed.

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How to use Zoning in the Classroom

For successful Zoning we need to remember some vital steps in planning. Using an organizational chart or "Staff Schedule" will help keep everyone organized. We will take a closer look at this chart in a few moments.

- Break down each activity into various duties

On your chart you can break down the activity by labeling each main step and assigning an adult to that role. For example, the scheduled activity of *Arrival* may entail, helping children get their coats and backpacks hung up, checking backpacks for notes, supporting children in greeting each other and reminding everyone to go wash their hands. Assigning staff to specific parts of this activity will keep the classroom running smoothly.

- Specify the teacher zones at the beginning of the week on the staff schedule

By assigning roles (or sometimes choosing roles based on staff preference) at the beginning of the week, the staff is prepared and confident in their responsibilities even before the children arrive.

- Make sure everyone understands their roles and zones

After you create your chart, you should plan to quickly review it at the start of each week, making sure everyone understands their zones and roles within that zone. Your zoning chart may or may not change from week to week based on staff needs and preference. Many classrooms rotate jobs and others are very comfortable with consistent roles. Although staff may rotate, the physical zones should remain the same from week to week to cut down on confusion.

- Post the staff schedule in a visible location in the classroom.

By posting your schedule in visible and accessible place in the classroom, teachers can easily view it when necessary. This is especially important in the first few weeks as everyone gets comfortable with the newly defined roles. Another idea is to also give everyone a copy of the chart to reference as you start Zoning in your classroom. There is a lot to remember throughout the day so try to be flexible when staff forgets where they are supposed to be. It is a great time to use some talk between adults to serve as reminders. You may label aloud or check in about where you going or about what you are doing. For example you might say something like, "It looks like almost everyone is done with small group; I'll head over to the cubbies now." Your comment will hopefully spark others to think about their assigned role at that time. Continue to talk about Zoning before and after school and it will soon become habit.

Slide 34

Graphic – (Staff Schedule)

Here is an example of a Zoning chart when there are 3 adults in the classroom. The daily activities and transitions are listed down the left column. Remember to include those transitions between activities, as it is very important that teachers know their zones and responsibilities during these times. All of the tasks that need to occur during those activities are labeled and divided between the 3 different roles.

Read through a couple of activities on the chart.

Across the top of the chart there is room for staff member's names. An easy way to allow staff to rotate or change jobs week to week is to put your chart in a clear sheet protector. Hang it on the wall with a dry erase or Vis-à-vis nearby. You can change staff member's names as needed. Another idea is to put each staff member's name on a small sticky note. Simply move the sticky note as the jobs change.

Creating the chart can be a lengthy process at first, especially if you have a full day program. It is well worth the effort when the chart is complete! You'll soon know who is responsible for each classroom duty and where each staff member should be in the room throughout the whole day. Think of all of the time and stress you will save with this organization!

Slide 35

Graphic – (classroom map)

- Eliminate bunching up of teachers by creating a map of the classroom and dividing it into zones

In this slide, the teacher who is assigned to Zone 1 is responsible for the art table and the math and science area. He will remain in this general area moving back and forth between these two learning centers supporting the engagement of the kids playing in the Zone. Zone 2 has a teacher assigned to the blocks and sand and water table. Her job is to move back and forth between the sand and water table and the block area to interact with the kids by staying in her Zone. Zone 3 covers the dramatic play or housekeeping area, as well as the library corner. A teacher in this zone will be supporting children in the housekeeping area, while also checking in with the kids in the library corner.

- Make sure your zones include areas that are close together as opposed to one zone containing areas that are across the room from each other.
- Try to include activities that require different levels of support into each zone. For example, having blocks, housekeeping area and the sand and water table in one zone would be a difficult zone to manage as play tends to be more active in these areas. Whereas, library corner, listening center and art may be activities that require less supervision. Try including activities that require a higher level of support with activities that require less support when creating your zones.
- An important note is that the teachers are the ones who stay in their zones, while the children are free to explore the entire classroom.

If you don't have three available teachers in your classroom, you can simply divide up your classroom map into 2 zones and zone the activity that way.

Classrooms will often first experiment with using a zoning plan during their learning center time, and this is great, but the full benefits of zoning really come from using this technique throughout the entire day during all classroom activities and transitions.

Slide 36



2 handouts



small group

Activity

Handout the Staff Zoning Chart (with instructions)**Handout the Zoning Map (reference if participants filled out earlier)**

Participants will fill out two worksheets **Staff Zoning Chart (with instructions)** and **Zoning Map (unless filled out earlier)**. There are two options for the Staff Zoning Chart. One option is for a classroom with 3 total adults and the other for a classroom with 2. Provide the worksheet that fits the participant's needs.

- Create a staff schedule for your classroom
- Then create a classroom map with zones for both inside and outside time

Slide 37



handout

Membership

Handout the Member of the Class—Tips for Teachers sheet

Allow participants a couple of minutes to read through important tips on membership.

- Membership is a key feature and a goal of true inclusion.
- Membership encompasses such terms as belonging, acceptance, and positive relationships with other members of the classroom community.
- Being a member of the class is when the child is described as “just one of the kids”.

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Membership

- Membership is important for all children.

For children with disabilities and other special needs, the process of becoming a member of the class may serve as the foundation for positive peer relationships and development of friendships.

Slide 39



handout



small group

Activity

Handout the Membership of the Class—Teacher's Guide

- Complete the teacher's guide to determine children's experiences in your classroom
- Is every child a **member** of the class?

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Strategies for Increasing Membership

- Assign children to groups or tables that are consistent over time
- Design activities in the classroom that require and support multiple participants (e.g., group art projects, games, etc.)
- Encourage children to help each other
- Make sure there is something everyone can do independently
- Teach all children key friendship skills

In the next video clips we will see a teacher helping children learn four different ways to ask a friend to play in a classroom where several of the children have special needs that might make them less responsive to their peers. These strategies taught to all children help a typically developing child figure out how to ask a friend with special needs (or any friend in the class) to play.

Slide 41



video

Ask a Friend to Play

Show the video clip and then ask for participants remarks

Slide 42



video

Get a Friend's Attention

Show the video clip and then ask for participant's remarks

Slide 43



video

Gently Take a Friend by the Hand

Show the video clip and then ask for participant's remarks

Slide 44

Share a Toy

Show the video clip and then ask for participant's remarks



handout



video

Handout the Asking a Friend to Play Print-and-Go cue cards: (if available), or tell the participants that they can download and print the cue cards from the website.

Slide 45**Review**

Review the key content from the training module. Ask participants to show a hand with fingers from 0-5 indicating to what extent the content makes sense to them (e.g., fist – don't get it at all, 1 finger, only a little, 2 fingers kind of makes sense, but still have lots of questions; 3 – understand a lot of it; 4 – get almost all of it, will have to review notes before trying it; and 5 fingers –ready to do this in my classroom!)

- The HSCI Framework consists of four levels of support for a child: quality classroom environment, curriculum modifications and adaptations, embedded learning opportunities and child focused instruction
- The three components of the “foundation” include:
 - Quality Classroom Indicators
 - Classroom arrangement, schedules and transitions
 - Social membership

Slide 46**Thank You for Participating**

- Thank you for your time and attention today
- Please take a moment to complete the session evaluation and turn it in to your instructor
- See the Head Start Center for Inclusion website for more resources
- www.headstartinclusion.org

Handout the Evaluation**handout**