

EEU PRACTICES

(Based on The Building Blocks for Teaching Preschoolers with Special Needs)

The following are practices used in our EEU classrooms that help calibrate and align our teaching standards. Use this document as talking points to go over with as a team and as new members join throughout the year.

- i. HIGH QUALITY EDUCATION PROGRAM (culturally responsive and equitable)
 - a. SAFETY
 - i. Classroom support: teacher expectations, zoning, scanning, body positioning, teacher talk, whole group transitions
 - ii. Safety plans: medical, injury, fire, classroom lockdown, eloper/missing child, etc.
 - b. PHYSICAL SPACE
 - i. Child focused: layout (avoid blind spots), movability through classroom, toys at kid level and labeled, encouraging independent play
 - ii. Child/family and cultural representation: “windows & mirrors,” pictures, books, toys, wall décor, family involvement
 - c. POSITIVE LANGUAGE
 - i. Set expectations: “class rules/norms,” clear concise and posted, phrase in what can be done (“we can run outside” vs “no running in the classroom”)
 - ii. Open-ended questions: “I wonder...” “why do you think...?”
- ii. MODIFICATIONS AND ADAPTATIONS
 - a. CREATIVE CURRICULUM (CC) UTILIZATION
 - i. Teaching and planning tool: area of study, daily topics, suggested books pertaining to study, small groups, large group activities, etc.
 - ii. Adjust and modify to work for your class
 - b. KNOWLEDGE OF STUDENTS
 - i. Family conversations
 - ii. Classroom observations
 - iii. IEP at-a-glance
 - c. PHYSICAL MODIFICATIONS, ADAPTATIONS AND SUPPORTS
 - i. Seating modifications, adaptive tools, visuals throughout the room, core word boards, etc.
 - ii. Utilize the expertise of our related services teammates
- iii. EMBEDDED LEARNING OPPORTUNITIES
 - a. PRIMARY GOAL KNOWLEDGE
 - i. Obtained through classroom observations, family communications, IEP at-a-glance
 - ii. Expected benchmarks for age range (Teaching Strategies Gold)
 - b. PLANNING ACTIVITIES
 - i. Play-based activities: obtain goal information through play vs. a “test taking” strategy
 - ii. Just right challenges: add modifications so the challenge is “just right”
 - c. EMBEDDING TEACHING STRATEGIES GOLD (TSG)
 - i. Creativity: Think outside of the box to embed TSG documentation & small groups

- iv. CHILD-FOCUSED INSTRUCTIONAL STRATEGIES
 - a. EXPLICIT GOAL KNOWLEDGE
 - i. Age-appropriate expectations and goals
 - ii. IEP and DATA goals
 - iii. Tracking: come together on how to track this information as a team
 - b. BUILDING STRATEGIES WITH TEAM
 - i. Use each other's knowledge, expertise and strengths to develop the best plan and strategy
 - ii. Clarify each team member's expectation in the plan

Glossary

BODY POSITIONING

- Positioning your body during play/activities facing the middle of the classroom to be able to see most of the room

CREATIVE CURRICULUM (CC)

- Play-based curriculum and planning tool used in EEU preschools

DATA

- Developmentally Appropriate Treatment for Autism

IEP

- Individualized Education Program

ELOPER

- Child who abruptly/unexpectedly leaves the primary learning environment (classroom, playground, whole group transition)

SCANNING

- Frequently looking up from what you are doing to look around the room

TEACHER TALK

- A communication strategy to ensure consistent management and safety

TEACHING STRATEGIES GOLD (TSG)

- Observation-based assessment system used in EEU preschools

"WINDOWS AND MIRRORS"

- Providing students with figurative "mirrors" in the classroom, where they see themselves represented in images on the wall, in books, in toys & activities. Also, providing figurative "windows", where they can also see & learn about others who are different than themselves.

ZONING

- Assigning teachers to different areas of the classroom throughout the day