



INTEGRATING CHILD PREFERENCES: FACILITATOR GUIDE

In this activity, participants consider ways to promote the participation of specific children with unique needs, based their preferences.

Directions:

Prior to the training cut out the four scenarios on the next page. Encourage participants to break into small groups or pairs, and give each group a scenario. Ask them to read the scenario and think creatively about integrating the child's preferences into classroom activities to promote a higher level of participation and engagement.

Example:

<p>Concerns:</p> <p><i>Tanya is not transitioning with her peers (from outside to inside). She is working on attending longer during story time at circle.</i></p>	<p>Preferences:</p> <p><i>Music Ducks</i></p>
<p>Strategies to integrate preferences:</p> <p><i>When transitioning from outside to inside:</i></p> <ul style="list-style-type: none">• <i>Sing one of Tanya's favorite songs while leading the class inside.</i>• <i>Let her lead the group with a drum or maraca.</i>• <i>Let Tanya carry a favorite toy duck to a "special nest" in the classroom.</i>• <i>Give Tanya a duck sticker or stamp as she enters the classroom with the group.</i> <p><i>When reading stories during circle:</i></p> <ul style="list-style-type: none">• <i>Pass out various instruments to play along with the stories.</i>• <i>Play audiobooks that use music to enhance the story.</i>• <i>Read books about ducks. (Use a felt board with duck shapes for added interest.)</i>• <i>Let Tanya hold a favorite toy duck from school or home.</i>	



Scenario 1: Tanya has an IEP goal to transition with her peers. It is most challenging for her to transition from outdoor play to inside. She also has a goal to attend for a longer period of time during large group activities such as circle time. It is during book reading that she tends to leave the group or get distracted.

Given: Tanya *loves* music, and her parents report that that she is very fond of a ducks.

Scenario 2: Alejandro is a little boy whose first language is Spanish. He is extremely shy and hesitant to speak in English to his peers in a predominantly English speaking class. As a result, he is struggling to develop friendships.

Given: Alejandro appears to really enjoy spending time with Carla, a little girl whose home-language is also Spanish, but who speaks English comfortably with her peers. Alejandro also loves to build block structures during free choice.

Scenario 3: Marcus is an advanced learner who is beginning to disengage during free choice. He has taken to wandering and sitting in the book area looking out the window for long periods of time.

Given: Marcus has been asking a lot of questions about planets and constellations. He also loves to write.

Scenario 4: Sarah refuses to participate in the entry writing routine and often protests by climbing under the table.

Given: Sarah has a close attachment to Marla, the assistant teacher in the classroom. She also adores most anything related to cats.



For more information, contact us at: NCQTL@UW.EDU or 877-731-0764

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In this activity, you will consider ways to promote the participation of specific children with unique needs, based on your knowledge of their preferences.

Directions:

In small groups or pairs, review the information about the child in your scenario. Think creatively about the different ways you could integrate this child's preferences into classroom activities and promote a higher level of participation and engagement.

Concerns:	Preferences:
Strategies to integrate preferences:	