



FRONT PORCH SERIES BROADCAST CALLS

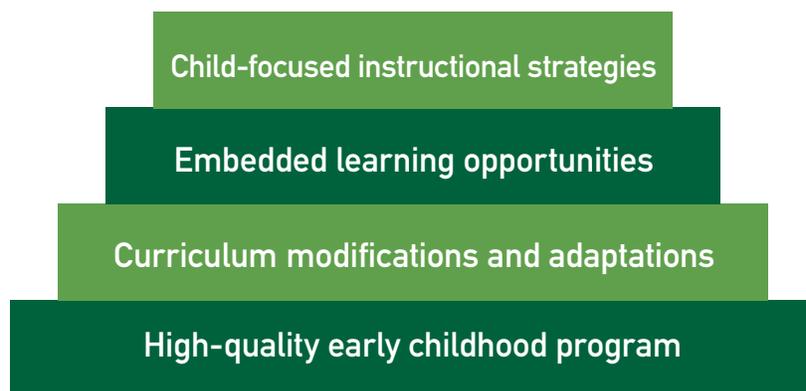
TIERED SUPPORTS FOR INDIVIDUAL LEARNERS

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Building Blocks is a framework for planning and providing individualized support and instruction to preschoolers with special needs within inclusive preschool classrooms and other early learning environments. The foundation of the framework is a quality early childhood program. The framework gives guidelines for assessing one's own program and making changes to create a quality program for all children.

Additional components of the framework are curriculum modifications, methods for embedding teaching and learning opportunities, and more explicit teaching practices. These three levels of support—curriculum modifications, embedding teaching and learning opportunities, and explicit teaching—are the heart of the framework. These methods, when implemented properly, are aimed at ensuring that children receive the attention and instruction they need. The framework is appropriate for toddler, preschool, and kindergarten classrooms.



Building Blocks for Teaching Preschoolers with Special Needs (2008) Sandall, S. and Schwartz, I. Paul Brookes Publishing Co.

Types of Curriculum Modifications

Modification type	Definition	Strategies
Environmental support	Altering the physical, social and temporal environment to promote participation, engagement, and learning	<ul style="list-style-type: none"> • Change the physical environment • Change the social environment • Change the temporal environment
Materials adaptation	Modifying materials so that the child can participate as independently as possible	<ul style="list-style-type: none"> • Have materials or equipment in the optimal position (height, etc.) • Stabilize materials • Modify the response • Make the materials larger or brighter
Simplify the activity	Simplifying a complicated task by breaking it into smaller parts or reducing the number of steps	<ul style="list-style-type: none"> • Break it down • Change or reduce the number of steps • Finish with success
Use child preferences	If the child is not taking advantage of the available opportunities, identify and integrate the child's preference	<ul style="list-style-type: none"> • Hold a favorite toy • Use a favorite activity • Use a favorite person
Special equipment	Special or adaptive devices that allow a child to participate or increase a child's level of participation	<ul style="list-style-type: none"> • Use special equipment to increase access • Use special equipment to increase participation
Adult support	An adult intervenes to support the child's participation and learning	<ul style="list-style-type: none"> • Model • Join the child's play • Use praise and encouragement
Peer support	Utilizing peers to help children learn important objectives	<ul style="list-style-type: none"> • Model • Helpers • Praise and encouragement
Invisible support	A purposeful arrangement of naturally occurring events within one activity	<ul style="list-style-type: none"> • Sequence turns • Sequence activities within a curriculum area

Embedded Learning Opportunities

Research Findings Related to Embedded Teaching and ELO

Systematic review of the literature.

Snyder et al., 2013

Embedded instruction is effective for teaching a variety of valued skills to young children.

Daugherty et al., 2001; Filla, et al., 1999; Fox & Hanline, 1993; Grisham-Brown et al., 2000; Horn et al., 2000; Kohler et al., 1998; Kohler et al., 1997; Malmkog & McDonnell, 1999; Schwartz et al., 1996; Sewell et al., 1998; VanDerHeyden, et al., 2005; Venn et al., 1993; Wolery et al., 2002.

A variety of instructional strategies have been embedded effectively.

Daugherty et al., 2001; Filla et al., 1999; McBride & Schwartz, 2003; Sewell et al., 1998; Venn et al., 1993; Wolery et al., 2002.

Embedded instruction seems to enhance generalization.

Fox & Hanline, 1993; Losardo & Bricker, 1994; Wolery et al., 2002.

Teachers assess embedded instruction favorably.

Horn et al., 2000; McBride & Schwartz, 2003; Sandall & Davis, 2004.

Teachers differ in the extent to which they can apply embedded instruction in their activities and classrooms.

Filla et al., 1999; Horn et al., 2000; McBride & Schwartz, 2003; Pretti-Frontczak, & Bricker, 2001.

Practice-based coaching improves teachers' use of embedded instruction practices.

Snyder et al., 2011

Preservice teachers can learn and use embedded instruction in their field experience placements.

Phillips & Halle, 2004; Sandall & Davis, 2004; Tate, Thompson & McKerchar, 2005.

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