



GUI104: Individualized Guidance, Instruction, and Support in Early Childhood Care and Education Handout

Welcome to GUI104:

This course provides strategies and practices to help teachers address a young child's individual needs across all developmental domains. Many strategies and approaches in this course help address a wide range of special needs or those associated with diagnosable conditions and disorders, whether cognitive, behavioral, physical, or social-emotional. However, all children stand to benefit from intensive individualized instruction and support sometimes, depending on the particular learning outcomes or skills they are in the process of developing. Therefore, this course provides important strategies for individualizing instruction for *all* children, not just those with the highest levels of individual need.

Objectives:

By taking notes on the handouts and successfully answering assessment questions, participants will meet the following objectives as a result of taking this course:

- Define terms relevant to individualized guidance, instruction, and support
- Identify concepts and terms associated with the Individuals with Disabilities Education Act (IDEA), including IEP and IFSP
- Recognize current trends and issues regarding medical research, public policy, and practices in early childhood education
- Identify principles of Universal Design for Learning
- Identify the basic purpose and principles of response-to-intervention (RTI) systems
- Identify reasons why individualized instruction is beneficial to all children
- Define *differentiation* and *differentiated instruction* in the context of early care and education
- Recognize differentiation strategies and practices that provide individualized guidance and support to young children

References:

1. Cabrera Martirena, C. (2021). "Differentiation in Preschool." Retrieved from <https://www.edutopia.org/article/differentiation-preschool>
2. CAST. (2018). "The Universal Design for Learning Guidelines version 2.2." Retrieved from <http://udlguidelines.cast.org>
3. Feeney, S., Moravcik, E., & Nolte, S. (2018). *Who Am I in the Lives of Children? An Introduction to Early Childhood Education, 11th edition*. Merrill Publishing.
4. Herr, J. (2020). *Working with Young Children, 9th edition*. Goodheart-Wilcox.
5. Institute for Human Centered Design. (2016). "ADA Checklist for Existing Facilities: Play Areas." Retrieved from <https://adachecklist.org/doc/rec/play/play.pdf>
6. Kaiser, B. & Rasminsky, J. (2016). *Challenging Behavior in Young Children: Understanding, Preventing, and Responding Effectively, 4th edition*. Pearson.
7. Morrison, G., Woika, M.J., & Breffni, L. (2020). *Fundamentals of Early Childhood Education, 9th edition*. Pearson Education, Inc.
8. The National Center for Education Statistics. (2022). "Students with Disabilities." Retrieved from <https://nces.ed.gov/programs/coe/indicator/cgg>

What is Individualized Instruction?

Important Fact

Individualized instruction:

The phrase ***individualized guidance, instruction, and support*** is:

Depending on the setting and context, individualized instruction may also be referred to as:

Individualized Instruction is Natural and Normal

Individualized Education and the Law

An IEP is:

An IFSP is:

The key difference between an IEP and an IFSP is:

Not all children who struggle in school automatically qualify for an IEP/IFSP. Qualifying is essentially a two-step process:

- 1.
- 2.

This increase is attributable mainly to two factors:

- 1.
- 2.

Under IDEA, there are **13 categories** of disability under which a child is typically eligible for services, including IEPs and other protections guaranteed by federal law:

- Autism Spectrum Disorders
- Deaf-Blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairments
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

Autism Spectrum Disorders and Other Conditions Requiring Individualized Care and Education

All Young Children Need Individualized Instruction

Why do you have an advantage?

Do not focus solely on the:

A Note about Sensory Processing

Approaches to Individualization

Universal Design for Learning

Universal design theory:

Important Fact

UDL is:

Important Fact

The goal of UDL is to:

To the greatest extent possible, UDL seeks to:

Principles of UDL in Curriculum Planning

Present Content in Multiple Ways

Encourage Multiple Means of Action and Expression

Be sure to offer:

Multiple Means of Assessment

ECE experts have advocated the use of multiple assessment tools for decades, including:

Response to Intervention (RTI)

Important Fact

Response to intervention (RTI):

Implementing RTI begins with:

Tier 1: High-Quality Instruction

Tier 1 of the RTI structure outlines:

Tier 2: Targeted Support

Tier 3: Intensive Interventions

The Instruction Is Tiered, Not the Children!

RTI in Early Childhood

Integrating Principles of UDL and RTI

Differentiation Strategies to Help All Children

Ways to differentiate instruction:

Content

Content refers to:

To differentiate content:

Process

Process refers to:

Staying with the example of shapes, you could decide to:

Product

Product refers to:

Children can tell us what they understand about shapes by:

Learning Environment

Learning environment refers to:

To adapt the learning environment to promote shape exploration:

Curriculum Connections Create Meaning

Finding Connections to Curriculum Themes

Assessment Matters!

Try This!

Stock the Shelves

You are going to need groceries if you go with the grocery theme. You probably have some grocery toys, and you can find plenty of affordable, appropriate kitchen-related toy collections at the store or online. But you can also include reused/recycled materials from a real grocery store.

This is a great way to spur a little family involvement and also a great way to help children discover diversity among their classmates. Here are the guidelines:

- No real food. These are dramatic/imaginary play props.
- No packaging with sharp edges or leftover food.
- No glass or metal.
- Plastic bottles should be cleaned and disinfected, not just rinsed.

Choices

Important Fact

A child's choices can:

Choice Promotes Meaningful Conversation

Learning Centers and Choice

Try This!

Assess and Build Domain Vocabulary

Studying animals? Add exotic toy animals to the art or block center and encourage children to design their habitats. Join them in play and introduce domain vocabulary and concepts:

- Carnivore vs. herbivore
- Animal classes (mammal, reptile, etc.)
- Adaptation
- Plant and animal needs
- Nests, burrows, dens, and tunnels
- Habitat protection, etc.

You can work any of these concepts into a conversation to guide a child to new knowledge and identify their interests and learning capabilities.

Individual Choice Means What It Says

Individualization through Flexible Grouping

A Note about Infants, Toddlers, and Grouping

Group with Purpose

How you group children will vary depending on the context and objectives. Here are some of the many possibilities:

The Risks and Benefits of Mixed Groups

Flexible Pacing

Materials Matter

Rotate Materials

Introducing New Materials, the Montessori Way