



## Early Childhood Conference

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# LEARNING OBJECTIVES

At the end of the session, you will be able to :

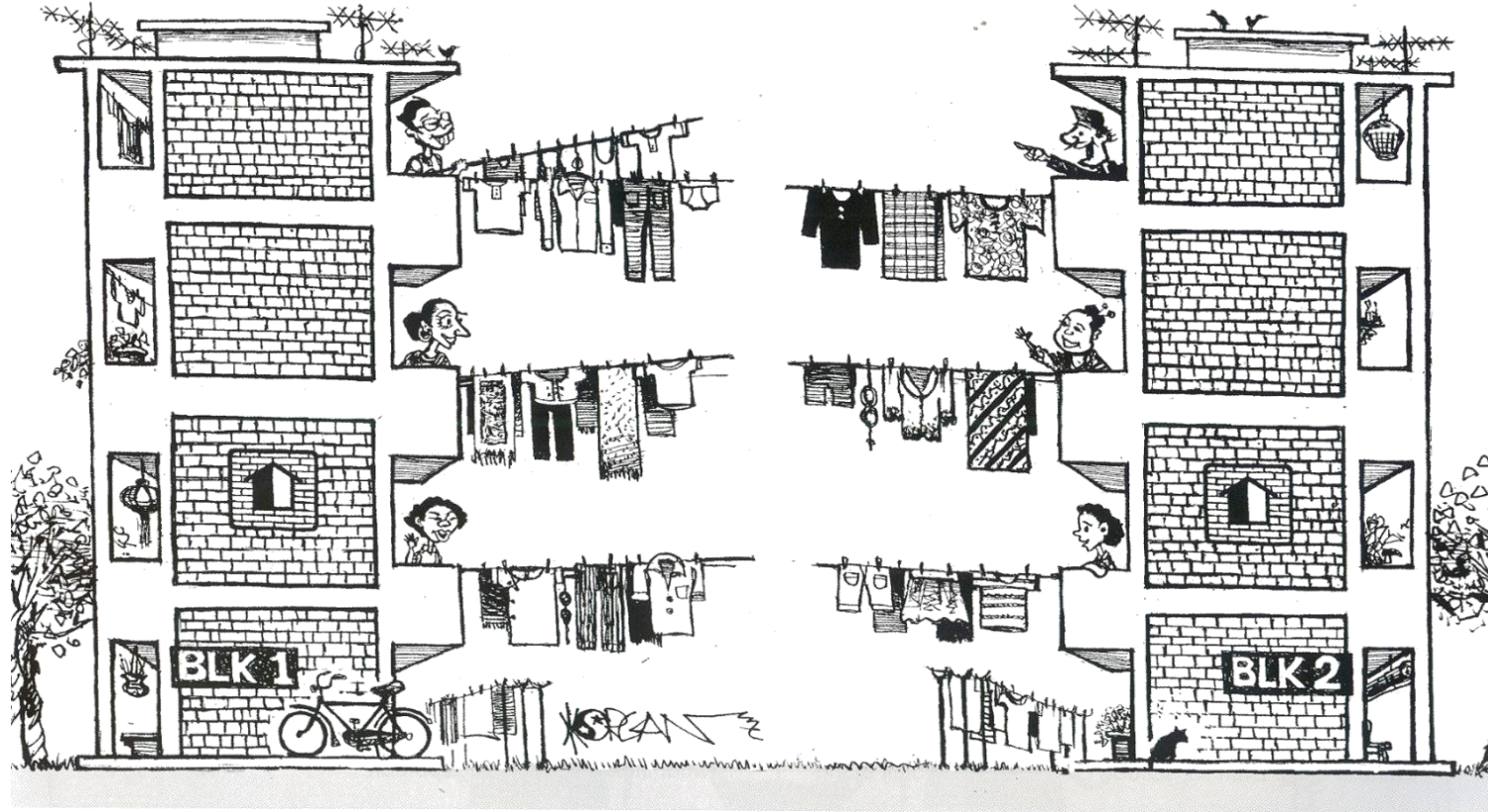
1. Identify the different stages of learning in children
2. Apply the strategy of differentiated instruction and embed learning opportunities during activities within classroom routines



## *OUTLINE OF WORKSHOP*

- ❖ 5 Key areas of Classroom Practices
- ❖ Stages of Learning in children
- ❖ The Building Blocks Framework
- ❖ Promoting inclusive strategies in learning
- ❖ Collaborative Partnership with Educators

# DIVERSITY MEANS ...



*“The concept of diversity encompasses **acceptance** and **respect**. It means understanding that each individual is unique; and recognizing our **individual differences**.”* (Queensborough Community College, 2016)



## BUZZ GROUP ACTIVITY 1 :

In your groups, share with one another...

1. Who are your *diverse learners*?
2. Think about your current classroom practices, what are some of your *challenges* in managing the diverse learners?



# 5 KEY AREAS OF CLASSROOM PRACTICES



1. Physical Classroom Structure



2. Class Activities within routines



3. Teacher's Interaction and Response



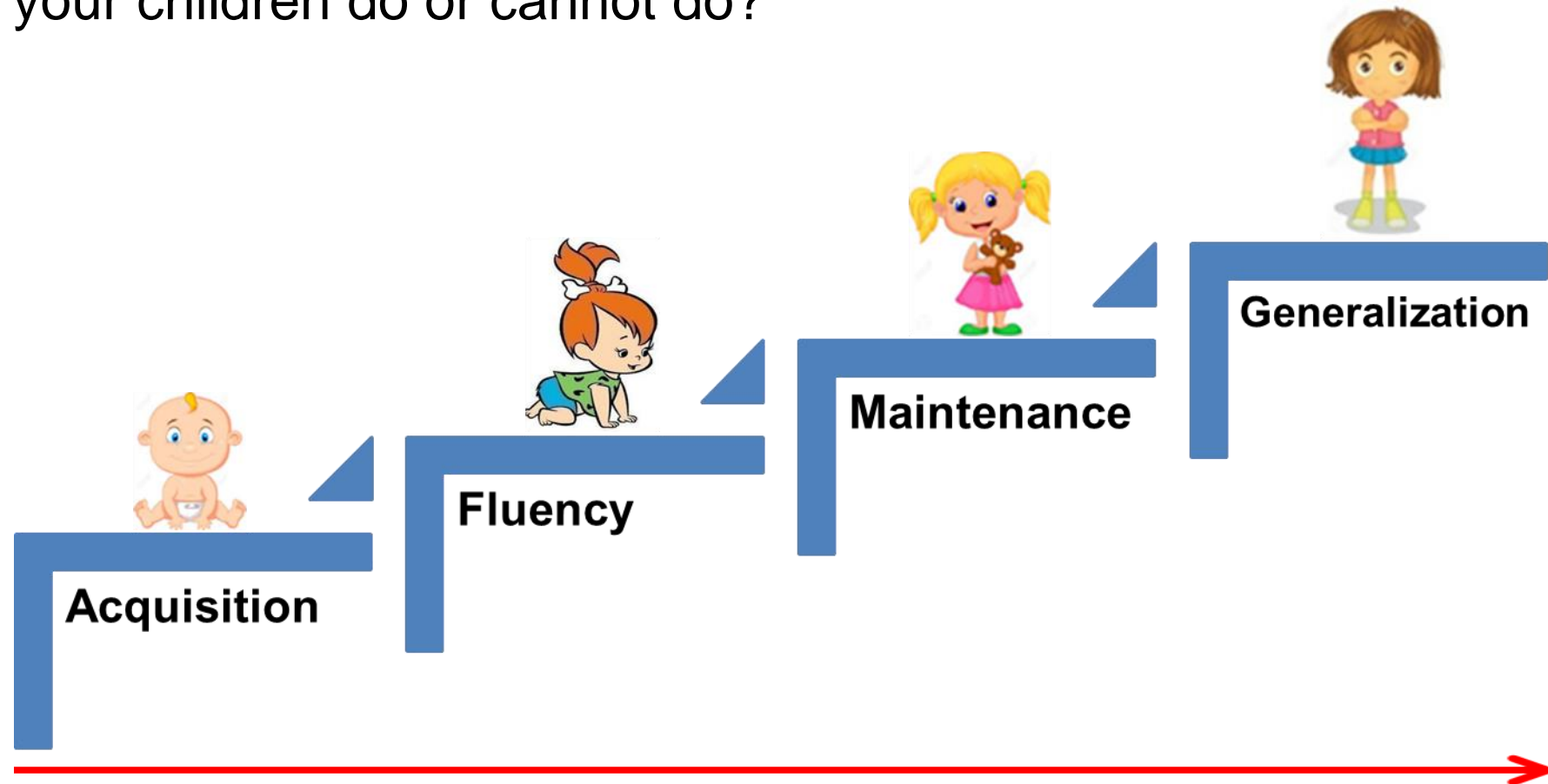
4. Teacher's Instructional Support



5. Child's Learning and Participation

# STAGES OF LEARNING

Where are your children in their stages of learning?  
What can your children do or cannot do?



# ACQUISITION STAGE OF LEARNING



## Acquisition

- Acquisition is the act or process of gaining a skill or knowledge.
- The child has begun to learn how to complete the target skill correctly but is not yet accurate or fluent in the skill.
- There will be frequent errors on the part of the learner.
- **Direct instructions and learning strategies** are necessary to reduce child's errors and to improve efficiency of learning.
- Teacher provide **scaffold** in accordance with the hierarchy of prompting.
- The teacher will also adjust his/her teaching strategies in accordance to the child's responses to the tasks/activities.



# FLUENCY STAGE OF LEARNING



## Fluency

- Fluency is the ability to do something with ease.
- Fluency happens with **practice**.
- Child is able to complete the target skill accurately but works slowly.
- The goal of this phase is to increase the child's speed of responding.
- In this stage, the child performs the task with **some guided assistance**.
- The teacher will provide **opportunities and/or different examples to practice** the learned concepts and to elicit similar/same responses from the child.
- The child will complete the task fairly quickly with limited or no errors.

# MAINTENANCE & GENERALIZATION OF LEARNING



## Maintenance

- In this stage, the child is able to demonstrate fluency and consistency without adult cueing or with **minimal adult and/or peer assistance**.

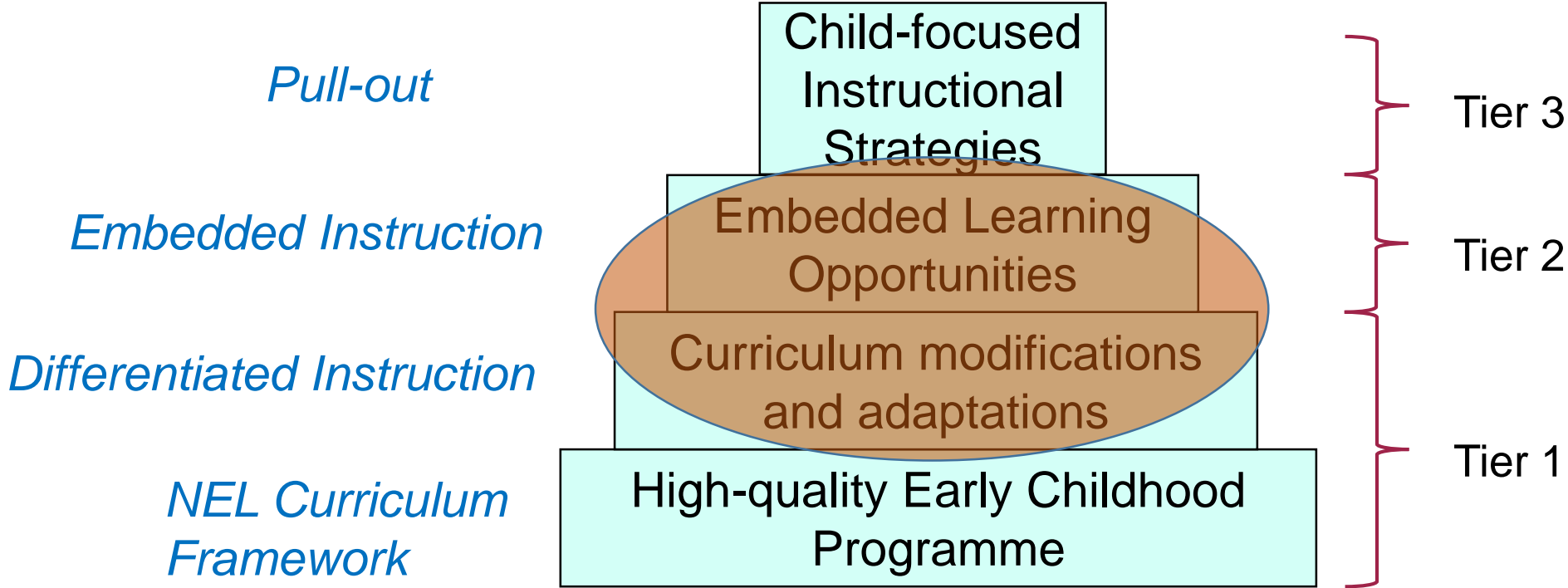


## Generalization

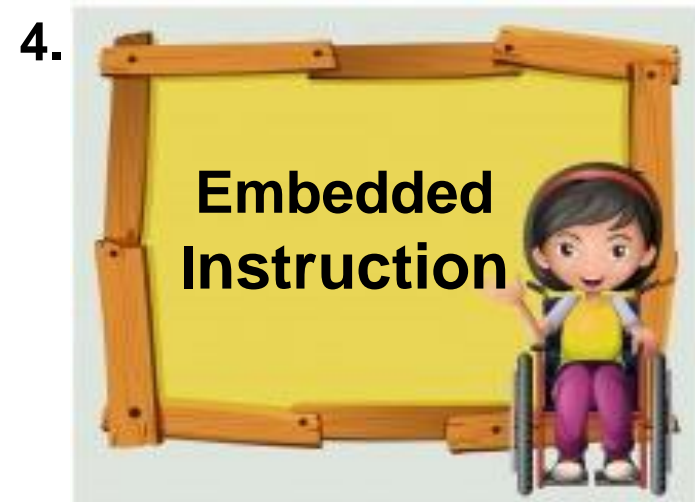
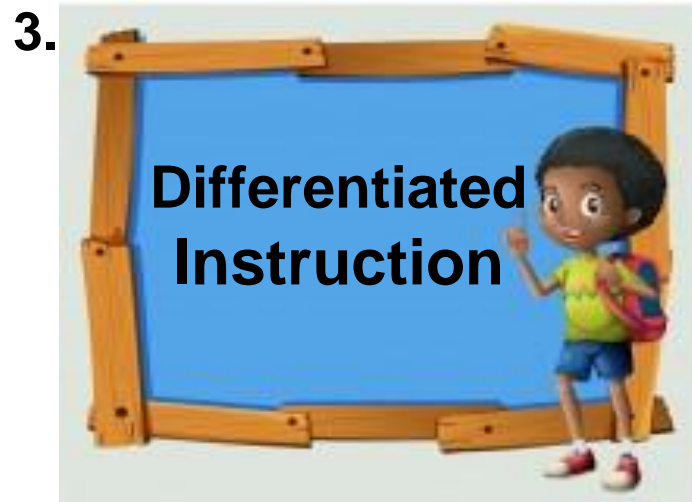
- The child is accurate and fluent in using the target skill.
- There will be increase in learning opportunities to practice and demonstrate the skills **across different settings/ contexts/routines/activities**.
- There is a need for systematic manipulation of materials as well as planned exposure to increase number of opportunities to demonstrate or practice this skill across daily routines and curriculum.

# THE BUILDING BLOCKS FRAMEWORK

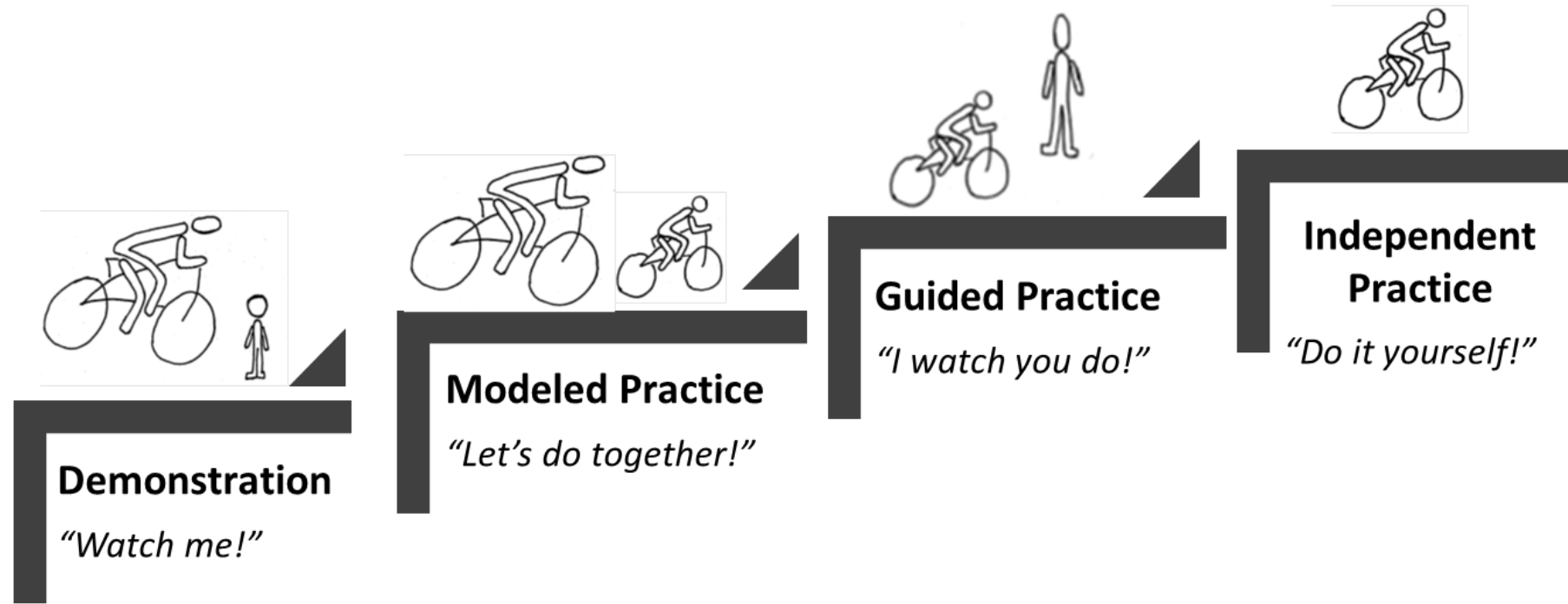
## 3-Tiered Approach to Instruction



# INCLUSIVE STRATEGIES IN LEARNING

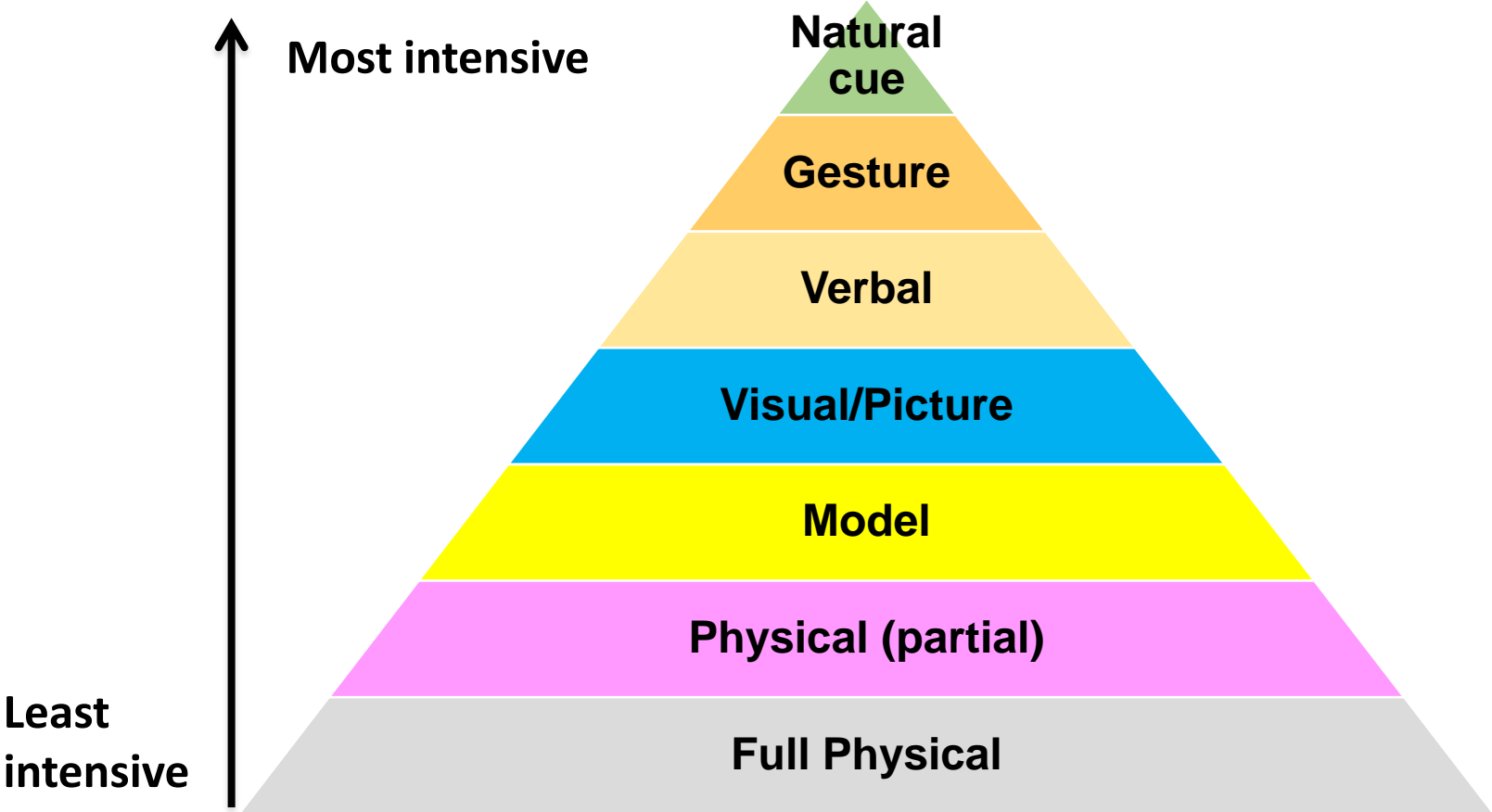


# 1. STAGES OF TEACHING



The gradual release of responsibility instructional framework purposefully shifts the cognitive load from **modeling to joint** responsibility of the teachers and the child, transiting to **independent practice and application** by the child (Pearson & Gallagher, 1983; Fisher & Frey, 2013).

# 2. PROMPTING HIERARCHY



### 3. DIFFERENTIATED INSTRUCTION

- ❖ Defined as “*the process of planning and teaching in ways which give all children opportunities to show what they know, understand and can do*”.
- ❖ It is an approach to teaching that advocates **active planning for learner differences** in the classroom.
- ❖ It is **NOT** about individualizing a different lesson for each child each day.



*“Fair is when everyone  
doesn't necessarily get the same.  
Fair is when everyone gets  
what he or she needs!”*

*~ Carol Ann Tomlinson*

## 3. DIFFERENTIATED INSTRUCTION

3 Key Elements of Differentiated Instruction:

**1. The learning environment**

**2. The content**

**3. The process**



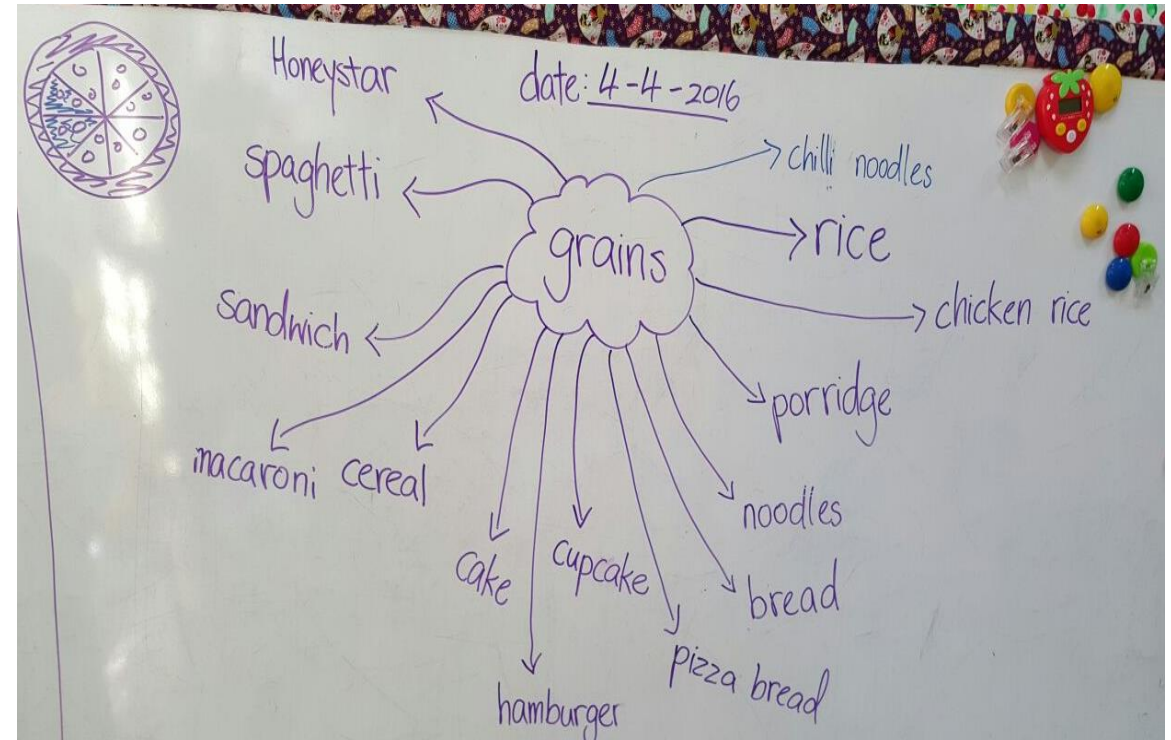







## BUZZ GROUP ACTIVITY 2 :

*It is a new topic to teach for the week. The Teacher wrote the word “grains” on the board and asks her children to brainstorm and give her as many examples of grains. A small handful of children took turns to respond whilst there were others who remained silent or were looking restless.*



How would you advise the teacher to think of ways to better facilitate learning and participation in all her learners?






## 3. COMPONENTS OF DIFFERENTIATION

*LEARNING ENVIRONMENT*			
	Modification Type	Definition	Strategies
1.	<b>Environmental Support</b>	Alter the physical, social, and temporal environment to promote participation, engagement and learning	<p><i>If a child has difficulty with putting toys and equipment away....</i></p> <p> Use pictures or symbols on shelves and containers</p>
2.	<b>Material adaptation</b>	Modify materials so that the child can participate as independently as possible	<p><i>If it is difficult for a child to grasp markers and paintbrushes...</i></p> <p> Provide a build-up shaft (eg. wrap pieces of foam around)</p>
3.	<b>Special equipment</b>	Use special or adaptive devices that allow a child to participate or increase the child's level of participation	<p><i>If a child has poor sitting balance on the chair...</i></p> <p> Provide a chair with sides or armrests.</p>

## 3. COMPONENTS OF DIFFERENTIATION

*CONTENT*			
	Modification Type	Definition	Strategies
4.	<b>Child preference</b>	If the child is not taking advantage of the available opportunities, identifying and integrating the child's preferences	<p><i>If a child has difficulty remaining on his/her mattress during nap time...</i></p> <p> Let the child hold a favourite quiet toy or a book</p>
5.	<b>Activity simplification</b>	Simplify a complicated task or activity by breaking it down into smaller steps or by reducing the number of steps	<p><i>If a child has difficulty writing or copying his/her name...</i></p> <p> Let the child write the first letter of his/her name and the other letters be written by teacher</p>

## 3. COMPONENTS OF DIFFERENTIATION

*PROCESS*			
	Modification Type	Definition	Strategies
6.	<b>Adult support</b>	Have an adult intervene in an activity or a routine to support the child's participation and learning	<p><i>If a child goes to the cooking corner and only observes the other children...</i></p> <p> <b>Observe what captures the child's attention and build on it</b></p>
7.	<b>Peer support</b>	Have peers help the child participate and learn	<p><i>If a child has difficulty requesting for more food during snack time...</i></p> <p> <b>Peer can model and show child</b></p>
8.	<b>Invisible support</b>	Purposely arrange naturally occurring events within an activity in an unobtrusive manner to help the child participate and learn	<p><i>If a child needs practice staying with the group during circle time...</i></p> <p> <b>Alternate active activities (eg. songs with actions) with more passive activities (eg. listening to stories)</b></p>

## 4. EMBEDDED INSTRUCTION



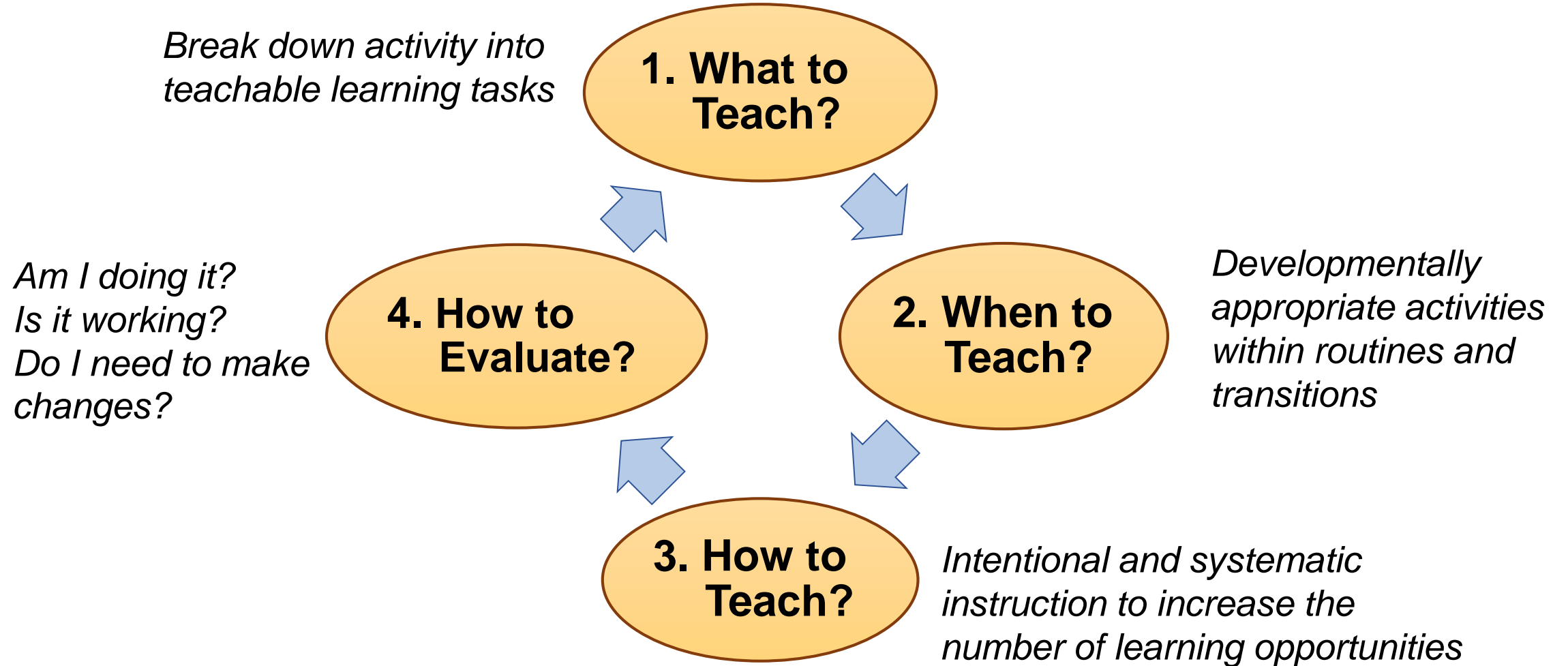
Promotes the children's learning, engagement and independence

Opportunities to practice targeted functional skills during the daily activities and routines

Child-initiated or adult-initiated based on the children's focus of attention or interest

Planned instructional interactions embedded within everyday activities, routines and transitions

## 4. EMBEDDED INSTRUCTION



# ADDITIONAL RESOURCES TO SUPPORT LEARNERS IN CLASSROOM

**Volume Meter**

5	Shouting	
4	Outdoor voice	
3	Speaker's voice	
2	Indoor voice	
1	Whisper	
0	Silent - Zero noise	

**Fine Motor and Letter Practice for Home**

Handwriting practice sheets showing cursive letters (c, o, q, s, v, w, x, y, z) and musical notation on a staff.

STOP! TUCK AND BREATHE! THINK!  
DO THE RIGHT THING!  
1,2,3,4,5,6,7,8,9...

**My feelings meter...**

angry, irritated, OK, sad, mad, grumpy, fine, upset

**Arrival**

**Breakfast**

**Assembly!**

**Lesson**

**Motor Skills**  
Nathan  
Foong

**Music and Movement**

**Lunch**

**Shower**

**Chinese Lesson**

**Nap**  
ya... Zid

**Tea break**

**Story telling**

**Core Lesson**

## COLLABORATIVE PARTNERSHIPS WITH EDUCATORS



*Teacher with LSEd in the classroom during Literacy lesson activities.*



*LSEd support during free play activity in the classroom*



# DEVELOPMENT SUPPORT & LEARNING SUPPORT PROGRAMME FOR K1 AND K2 CHILDREN



An early detection and intervention programme using an integrated community-based approach.

A programme that builds **capability and capacity** within the early childhood landscape to support children with mild-moderate developmental needs.

- Social-emotional skills
- Speech Development

# DEVELOPMENT SUPPORT & LEARNING SUPPORT PROGRAMME FOR K1 AND K2 CHILDREN



## Screening of children

Provide a snapshot of the child's profile



## Provision of Intervention support

Increase positive learning experiences and participation in class



## Collaborative consultation with Teachers

Collaborative problem-solving to support the needs of the child



## BUZZ REFLECTION :

1. Think about the challenges you raised in the beginning of the session and the strategies you have learnt.
2. List down 1-2 strategies you would use to enhance your classroom practices to meet the needs of your learners in the classroom.



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