NEW EDITION of bestselling text for teaching preschoolers with special needs!

DISCOVER WHAT’S NEW
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About Building Blocks
About Building Blocks

Easy to use with any existing curriculum, Building Blocks for Teaching Preschoolers with Special Needs, Third Edition gives educators three types of practical, research-based inclusion strategies that promote progress in critical areas like behavior, emergent literacy, and peer relationships—

◦ curriculum modifications
◦ embedded learning opportunities
◦ child-focused instructional strategies

Equally useful as a student-friendly textbook and a go-to inclusion guide for practicing educators, this is a resource teachers will return to again and again for proven, easy-to-use strategies that support the success of every young learner.
Features
About the Features

*Building Blocks* includes a variety of features designed to enhance reader understanding.

Examples include:

- Important terms
- Vignettes
- Chapter summaries
- Curriculum modifications by type
- Curriculum modifications by activity and routine
- Figures and tables
- Sample completed forms
- References
- Appendices
Each chapter contains multiple important terms and explains these terms in the context of the Building Blocks Framework.
Each chapter contains vignettes from five diverse children to showcase some of the many ways early childhood programs can be organized.

**THE CHILDREN**

The stories of five children and their teachers enrich the descriptions of educational practices in this book. The stories help to illustrate the diverse children and families who participate in early childhood education and also illustrate some of the many ways in which early childhood education programs are organized.

Nhan is a 4-year-old boy who receives special education services because of delays in language and social skills. He attends a child care center 5 days per week from 7:30 a.m. to 6 p.m. His parents speak both English and Vietnamese. Both parents work outside their home. Nhan and his brother and sister were cared for at home by their Vietnamese-speaking grandmother until Nhan was 2 years old. He then began attending the child care center. His child care teachers became concerned about some of his behaviors and recommended to his parents that he be evaluated. He was identified as being eligible for special education and related services when he was 3 years old. He continues to attend the child care center, and the school district provides an ECSE teacher and a speech-language therapist who visit the classroom once per week. There is one other child in Nhan’s classroom who has an IEP, and another teacher comes to visit that child. Nhan’s child care teachers use The Creative Curriculum (Dodge, 2010).
Chapter Summaries

SUMMARY

This chapter introduces the structure of the Building Blocks framework and describes the evidence base that supports it. The aim of the framework is to help teachers identify, plan, and use educational practices that provide individual children with the assistance they need to develop and learn within their early childhood classrooms. Like a response to intervention (RTI) approach, Building Blocks provides teachers with strategies for determining whether children are making progress and information on how to provide additional support if they are not. Building Blocks is compatible with RTI and other tiered approaches to intervention (Buysse & Peisner-Feinberg, 2013). Building Blocks gives teachers a practical, feasible, and evidence-based approach to meeting the needs of all of their children and providing specialized instructional support for individual children who need it.

The Building Blocks framework is consistent with the DEC’s Recommended Practices that provide guidance on effective practice based on empirical evidence as well as on the wisdom and experience of the field (DEC, 2014). Although it is important to ensure that the instructional strategies being used in the classroom are grounded in strong research evidence and that teachers are familiar with that evidence, it is also important not to assume that just because an intervention is supported by research evidence it will automatically be effective with every student. Teachers need to collect and analyze data on instruction that occurs in the classroom and use those data to make decisions about a child’s educational program.
Curriculum Modifications: By Type

Chapter 5 provides numerous classroom examples of each type of modification.

- Environmental support
- Materials adaptation
- Activity simplification
- Child preferences
- Special equipment
- Peer support
- Invisible support

<table>
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<tr>
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<td>Materials</td>
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Chapter 5 also includes the definition of the modification, the general strategy (i.e., what to do), and examples of when the modification might work.

There is also space to write your own ideas.
Curriculum modifications are also provided by common learning centers.

- Art center
- Blocks
- Dramatic play
- Sensory table
- Book corner or library
- Computer center
- Manipulatives or table-top toys
Curriculum Modifications: By Activity and Routine

1. **Circle time:** Circle time or large-group meeting time offers an opportunity for children to come together and develop a sense of belonging. Circle times should allow children lots of opportunities for participating rather than waiting and watching. Activities should be meaningful to the children. Adjust the length of time to the children's developmental skills.

2. **Small group:** Small-group times are often adult-initiated activities that have preplanned learning goals. The same group of children meets with the same adult on a regular basis to explore, investigate, and learn new skills.

3. **Cooking:** Cooking increases the learning opportunities in the classroom. Children learn about food preparation and nutrition.

4. **Outdoor time:** Children should have time outdoors every day. In addition to physical activity, the outdoor environment can be viewed as an extension of the classroom, offering both additional and new learning opportunities.

5. **Music and movement:** Young children learn many important skills during music and movement activities. Some teachers incorporate music and movement into their circle times, others have a music center available during free-choice times, and others have a scheduled time for music and movement during the day.

Curriculum modifications by planned activities are also addressed.

- Circle time
- Small group
- Cooking
- Outdoor time
- Music and movement
Building Blocks contains more than a dozen tables and figures that reinforce important concepts and provide ways to more easily understand the material.
Sample completed forms

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do children spend most of their time playing and working with materials or with other children?</td>
<td>X</td>
<td></td>
<td></td>
<td>Children are busy and active most of the time</td>
</tr>
</tbody>
</table>

And, more than a dozen examples walk readers through how to complete the included forms.
References


Appendices

Appendix A includes photocopiable versions of the 11 included forms.

Appendix B includes additional resources, organized by category, for materials that can be referenced.
About the Content

In the new edition, you’ll find new guidance and tips on the following topics:

- Applying **UDL principles** to engage every student in your diverse classroom
- Integrating **literacy** and **STEAM** into daily activities and routines
- Supporting the **executive function skills** of all young learners
- Applying new and expanded **curriculum modifications**
- **Collaborating successfully** with other team members to ensure the best child outcomes
- Conducting **classroom quality assessment**
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Online Forms
About the Forms

The blank forms included in Appendix A are widely used for both professional and educational purposes. Previously included on a CD-ROM, these forms are now accessible online to purchasers of the third edition of *Building Blocks*.

- Quality Classroom Assessment Form
- Classroom Action Worksheet
- Child Assessment Worksheet
- Planning Worksheet: Section I
- Planning Worksheet: Section II
- Child Activity Matrix
- Classroom Activity Matrix
- Evaluation Worksheet
- ELO-at-a-Glance
- Instruction-at-a-Glance
- Checklist for Important Elements for Supporting Early Literacy
Professional Development Modules
About the Modules

The new edition of *Building Blocks* includes online access to 7 comprehensive training modules designed to reinforce main ideas and practices described in the book.

Each module includes:

- A PowerPoint slide deck
- Presenter notes
- Learning activities
- Helpful resources
# Module Topics

1. Using the Building Blocks Framework
2. Ongoing Child Assessment
3. Planning for the Individual Child
4. Using Visuals to Support Learning
5. Applying the Building Blocks Framework to Math and Science
6. Applying the Building Blocks Framework to Developmentally Appropriate Classroom Behavior
7. Extending the Building Blocks Framework to Infants and Toddlers
Each module includes a designed PowerPoint presentation with corresponding presenter notes.

The notes list the main points from each slide and can be used as a basis for the presentation.
Learning Activities

The included Learning Activities can be used to increase interaction with participants (e.g., students, trainees) and check on participant knowledge.

Each activity is broken out into clear, easy-to-follow steps.
Helpful Resources

The Helpful Resources include books, articles, chapters, and websites that provide additional information about the main topic of the module.

These resources can be used as additional readings for participants.
Learn more and order today!