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The Right Stuff

Resources to Help Realize the Promise of Each Vermont Child



Featured Topic: Individualizing to Support Each Learner

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Young children from birth through Grade 3 vary widely in their skills, knowledge, backgrounds, and abilities. Effective teaching of any child means accepting that one size will never fit all and intentionally building a repertoire that will help each child to access, participate, and thrive in early childhood settings. This issue of The Right Stuff highlights free resources for learning about and using strategies that professionals and families can use, scaffold, adjust, and adapt in ways that support each and every individual child. These are practices that can support children with different learning styles and needs, from a child who is a dual language learner to a child who is new to, and overwhelmed by, a new setting. The beauty of these practices is that they support one child yet often provide more effective paths to learning for some or all children.

Rocking and Rolling: Empowering Infants' and Toddlers' Learning Through Scaffolding (0-3)

<https://www.naeyc.org/resources/pubs/yc/may2017/rocking-and-rolling-empowering-infants-and-toddlers>

“Scaffolding,” according to this article, “is how adults support children’s development and learning by offering just the right help at just the right time in just the right way.” This online article describes how educators make slight changes in environments and interactions to support individual children, and how they continue to make adjustments, building the “scaffolding” to support the sequence of learning.

Resources Supporting Individualization for Children Ages Birth to Five (0-5)

<https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/resources-supporting-individualization>

This collection of resources provides information about evidence-based practices that support individualizing. These practices are aligned with the **Head Start Early Learning Outcomes Framework** (<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework>). They are organized around the eight topic areas of evidence-based practices identified in the **Division for Early Childhood (DEC) Recommended Practices** (<http://www.dec-spед.org/dec-recommended-practices>): Assessment, Environment, Family, Interaction, Instruction, Teaming and Collaboration, Transition, and Leadership. These recommended practices have been validated as having the strongest evidence-base for individualizing teaching and learning opportunities for all children.

Questions to Consider in UDL Observations of Early Childhood Environments (0-5)

https://northampton.edu/Documents/ECE/UDL_Checklist_and_Questions.pdf

Universally Designed Learning (UDL) environments support the widest diversity of learners possible enabling all children to benefit. The use of UDL practices ensures equitable access and meaningful participation through flexible and creative approaches within a developmentally appropriate setting. Use this checklist to look at the environments, curriculum, and interactions in a setting and as a way to commend what you’re doing well and to learn about other opportunities to individualize.

Materials Adaptation (3-5)

<https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/materials-adaptation>

This suite of materials (video, handouts, activities) emphasizes strategies for adapting materials to support individual learners. These strategies can help to increase the participation of children who need more support or challenge. Discover examples that illustrate what the strategies look like in a classroom.

Individualizing (3-5)

<http://headstartinclusion.org/individualizing>

This set of free materials (teacher tips, handouts, forms, tools) share tools and strategies for individualizing to support each young learner. Click on “videos” to see a sequence of 12 videos that show how educators plan for, implement, and evaluate a sequence of changes to support the needs of an individual learner.

Activity Matrix: Organizing Learning Throughout the Day (3-5)

<https://eclkc.ohs.acf.hhs.gov/video/activity-matrix-organizing-learning-throughout-day>

This suite of resources (handouts, video, tools) introduces an activity matrix which can be an effective tool for educators, specialists, and administrators to use to organize learning opportunities for children who need additional support during daily classroom activities and routines.

Individualizing Instruction in Preschool Classrooms (3-5)

http://southernearlychildhood.org/upload/pdf/Individualizing_Instruction_in_Preschool_Classrooms_Mary_B_Boat_Laurie_A_Dinnebeil_Youlmi_Bae_Volume_38_Issue_1.pdf

This article starts by revealing that the process of individualizing includes four components: 1) Get to know each child's interests, needs, and abilities; 2) Create opportunities for learning that build on children's interests; 3) Scaffold children's learning through supportive interactions; and 4) Monitor children's progress toward achieving important goals. Read on to get ideas for how to use components to support individual children.

Individualizing Curriculum in Preschool and Kindergarten: Finding Delight in Each Child (4-6)

<http://www.isacs.org/uploads/file/%231%20Individualizing%20Handouts.pdf>

This set of PowerPoint slides offers tools and strategies to use in individualizing learning and success for each and every child. Gaye Gronlund's information can be used to plan for children who are dual language learners, are new to a setting, or learn in very different ways.

UDL Guidelines in Practice: Grade 1 Mathematics (5-7)

http://www.udlcenter.org/resource_library/videos/udlcenter/guidelines#video2

Universal Design for Learning (UDL) is a set of practices that can support individual learners to be successful. The practices may be organized by how we represent ideas, how we engage learners, and how we communicate ideas. This video shows a math lesson in a first-grade classroom, along with commentary to point out the UDL strategies.

7 Ways to Introduce UDL into Your Classroom (6-9)

<https://www.texthelp.com/en-us/company/education-blog/may-2017/7-ways-to-introduce-udl-into-your-classroom/>

This is a set of ideas for learning about your students, then using a variety of strategies, including technology and Universal Design for Learning (UDL), to support individualized learning and success.

Want more free resources about inclusion? Look for the 12-page annotated collection, Supporting Inclusive Practices for Young Children with Diverse Abilities, at this website: <http://fpg.unc.edu/presentations/vermont-resource-collections>

The Right Stuff is a free, one-way listserv that is distributed monthly. Each issue features resources for supporting the learning and development of young children who are culturally, linguistically, and individually diverse, birth to Grade 3, and their families. All resources are readily available and free. **The Right Stuff** may be freely shared or reproduced. Past issues are available at <http://fpg.unc.edu/presentations/right-stuff>

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