

Early Learning Center Preschool and Kindergarten, Selah School District



Congratulations on being selected as a
2020 UW Demonstration Site

Robert Lince ELC has demonstrated excellence in the
inclusionary practices of Differentiated Instruction,
Culturally Responsive Pedagogy, & MTSS



<http://ppdemonstrators.org/>

We are Robert Lince Early Learning Center





Viking Play 1 & 2

A Look at our Program:

In partnership with families, schools and the community, RL focuses on a love of learning that meets the needs of the whole child by establishing growth producing relationships in a safe learning environment.



A Look at our Program:

- 5 full day inclusive ECEAP, Sped, Tuition Braided Classrooms (1 Dual Language 1 way program)
- 2 half day inclusive ECEAP & Sped braided classrooms run by Sped Coach Itinerant
- 2 transitional kindergarten classrooms (1 Dual Language 1 way program)
- 14 sections of kindergarten (4 Dual Language)



Why did we start looking at our inclusionary practices?

Equality



Equity



Empowerment



THE VIKING PROMISE



The goal of The Viking Promise is to meet the needs of the whole child by creating an **equity** centered, **engaging** and **personalized** learning experience in an emotionally and physically **safe** environment for each child in Selah.

Connecting the work

Taking what is already in place and connecting it together

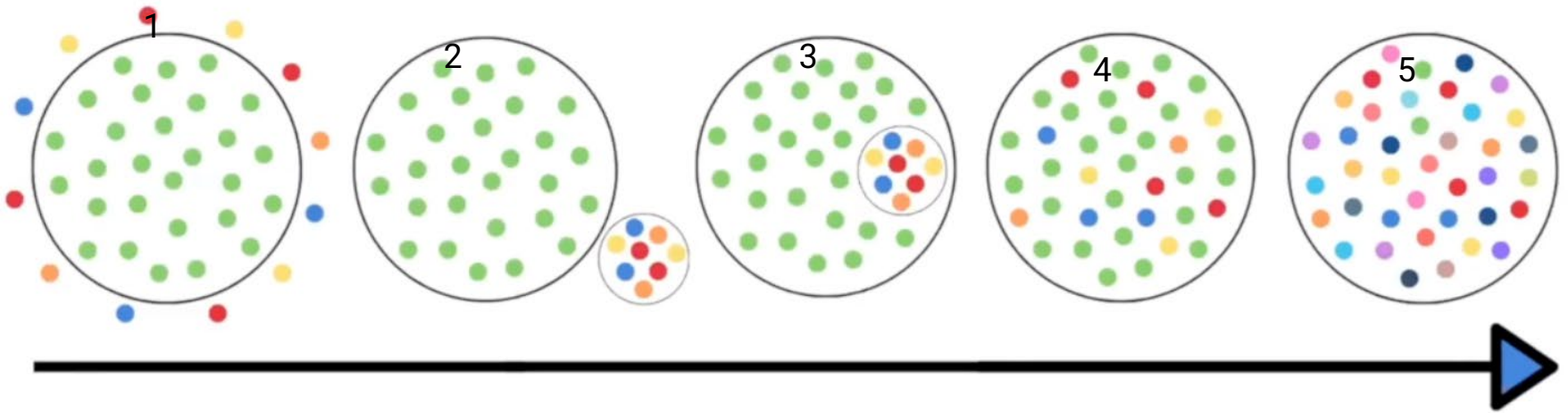


Step 1: Inclusive class rosters

Let's get all students in the same classroom!

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WHAT IS INCLUSION?



Where are you on this continuum? What's the next step?

Step 2: Coordinating intentional supports

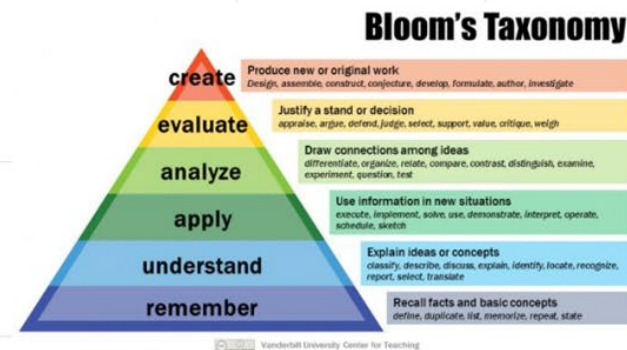
	A	B	C	D	E	F	G	H	I	J
1	ELC Zoning									
2		Teacher	Alisa	Dora	Denise	Missy	Allie	Jessica (SLP)	Hayley (OT)	Brittany (vision)
3	Start Time		8:15	8:15						
4	8:15-8:45 AM Arrival		ELC Bus							
5	8:40-9:00 Breakfast in Classroom	- Greet parents and students, communicate with parents - Send in attendance	- Set out breakfast materials/ food - Teach manners - Conversations with students							
6	9:00-9:15 Tooth brushing/ Reading books	- In classroom with a group of students - Direct students to sit on the carpet and find a book	- In hallway with a group of students - Direct students to sit on the carpet and find a book - 9:00-9:15 Alisa's Break	9:00-9:15 Covering Alisa's Break/ Support Student(s):						
7	9:15-9:35 Circle Time	- Engage students in group discussion - Keep students engaged - Provide nonverbal/ verbal cues for students needing redirection	- Set out materials for small groups - Sit by students, if needed							Th & F 9:30-9:45 with student in OT/Vision Room
8	9:40-10:00 Morning Recess	Teacher break	- Engage with students in outdoor learning and play - Line students up at designated time/ place							
9	10:10-10:20 Circle Time	- Engage students in group discussion - Keep students engaged - Provide nonverbal/ verbal cues for students needing redirection	- Set out materials for small groups - Sit by students, if needed							
10	10:20-10:40 Small Group	- Provide instruction on small group activity - Keep students engaged and on task - Have a timer set during this time	- Assist in monitoring a small group of students - Sanitize tables when finished					M/T 10:30-11:00	<u>Zoning</u>	

Missy's classroom pictures, calm down corners, visuals

Step 3: Planning for all students

Standards firm, methods flexible

	A	B	C	D	E	F	G	H
1	Theme of the week:	UDL Lesson Planning						
2	UDL:	Engagement		Representation	Action and Expression			
3	Target: TSG Standard: SEL/Language: Cognitive:		Extension	Assessment (Know Thy Impact: Different ways for kids to show what they know!)	Accessibility (Project GLAD(R), Graphic organizer, pictures, visual schedules)			
4	Center/small group 1					(Personal binder: letter sounds, counting, writing)		
5	Center/small group 2							
6	Center/small group 3							



I CAN...

I can identify **name**
and name alphabet letters
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I can name 10-20
letters in the
alphabet!

I can tell the names of
up to 10 letters!

I can tell the letters in
my name!

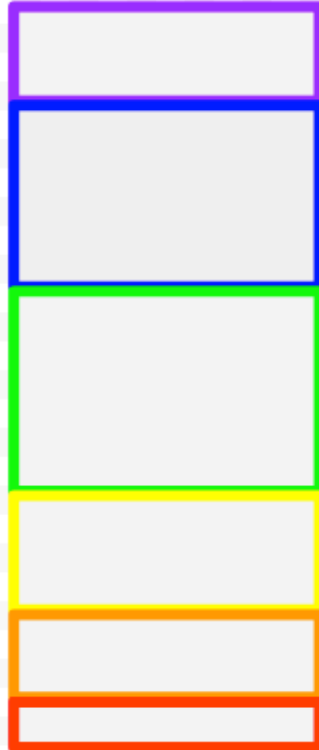
I can tell the names of
3-4 letters; some in
my name!

I can match letters!

Safety Stairs

Today I will
1. I can
2. Everyone has
3. Keeping 6th social
distance
4. Hand Hygiene

_____, YOU **CAN** DO IT!



Link Template

Example # 1

Example # 2

Example # 3

Learning Target:

Bank of IEP Goals

Objective 15a Notices and Discriminates Rhyme

Not Yet	1	2	3	4	5	6	7	8
		Joins in rhyming songs and games		Fills in the missing rhyming word; generates rhyming		Decides whether two words rhyme		Generates a group of rhyming words when
		When given a rhyming song, game or fingerplay, STUDENT will join in and engage with the song or game (i.e. sings, hums) improving cognitive skills from engaging in a rhyming song or game X/X opportunities to engaging in a rhyming song or game X/X opportunities, 3/4 data days as measured by classroom data collection.		When given a rhyming phrase, i.e. "The fat cat sat on the ____ (mat).", STUDENT will complete the rhyme in a phrase improving cognitive skills from completing the rhyme in a phrase X/X opportunities to completing the rhyme in a phrase X/X opportunities, 3/4 data days as measured by classroom data collection.		When given a rhyming picture cards, STUDENT will decide whether two words rhyme improving cognitive skills from accurately matching the rhyming cards X/X opportunities to accurately matching the rhyming cards X/X opportunities, 3/4 data days as measured by classroom data collection.		

Speech Collaborat

Communication Classroom Support

Student Name: _____ Teacher Name: _____

Frequency: ____ Minutes ____ Time(s) a Week

Monday	Tuesday	Wednesday	Thursday	Friday

Current IEP Communication Goals:

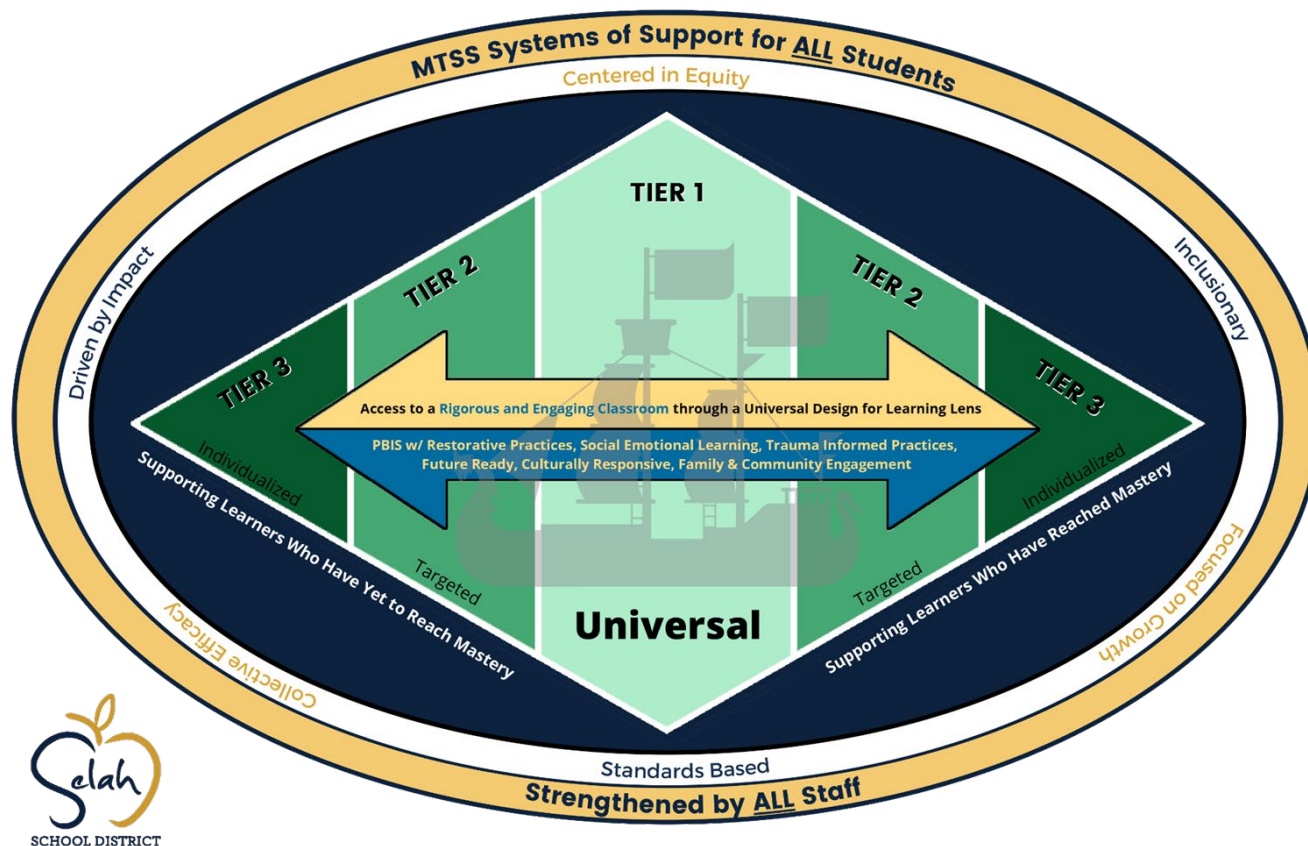
1. _____
2. _____

Classroom Support Strategies: (Highlighted Options are Recommended)

- ★ Nonverbal Communication Skills
 - Parallel Talk (e.g. Adults talking out loud about what the child is doing; "The blue truck is on the bridge," "Oh no! A red car is coming!" "They're going to crash!" "Boom!")
 - Pointing or Using Pictures/Symbols to Request or Identify
 - Guiding to/from Activities to Support Following Directions
 - Limited Choice (e.g. Choice between 2 options; "Do you want the big or little candy bar?")
 - Basic Sign Language (e.g. Help, Please, Thank You, More, All Done)
- ★ Articulation Skills _____
 - Practicing Individual Speech Sounds
 - Repeating Words with Target Speech Sounds
 - Singing Songs with Target Speech Sounds
 - Reading Books with Target Speech Sounds
- ★ Language Skills
 - Imitating/Repeating Phrases (e.g. (Blue Car, Big Star, Empty Cup)
 - Expanding Utterances (e.g. I need____, I want____, More ____Please)
 - Clapping Syllables and Words (e.g. butt-er-fly, I-want-blocks)
 - Chunking/Simplifying Directions (e.g. sit down, help please, stand in line)
 - Identifying/Naming Common Objects (e.g. Point to the____?, What is this?)
 - Practicing Basic Concepts (e.g. Color, Shape, Quantity, Emotion, Time, Prepositions, etc.)
- ★ Fluency Skills
 - Slowing Speech Rate
 - Easy Onset of Speech Sounds
 - Breathing through Disfluencies
- ★ Social Communications Skills
 - Supporting Interaction with Peers
 - Encouraging Partner Play
 - Initiating and Maintaining Conversations
 - Asking Peers Questions

Step 4: Ongoing implementation & improvement

MTSS is the lens, teacher collaboration is the means, student achievement is the goal!





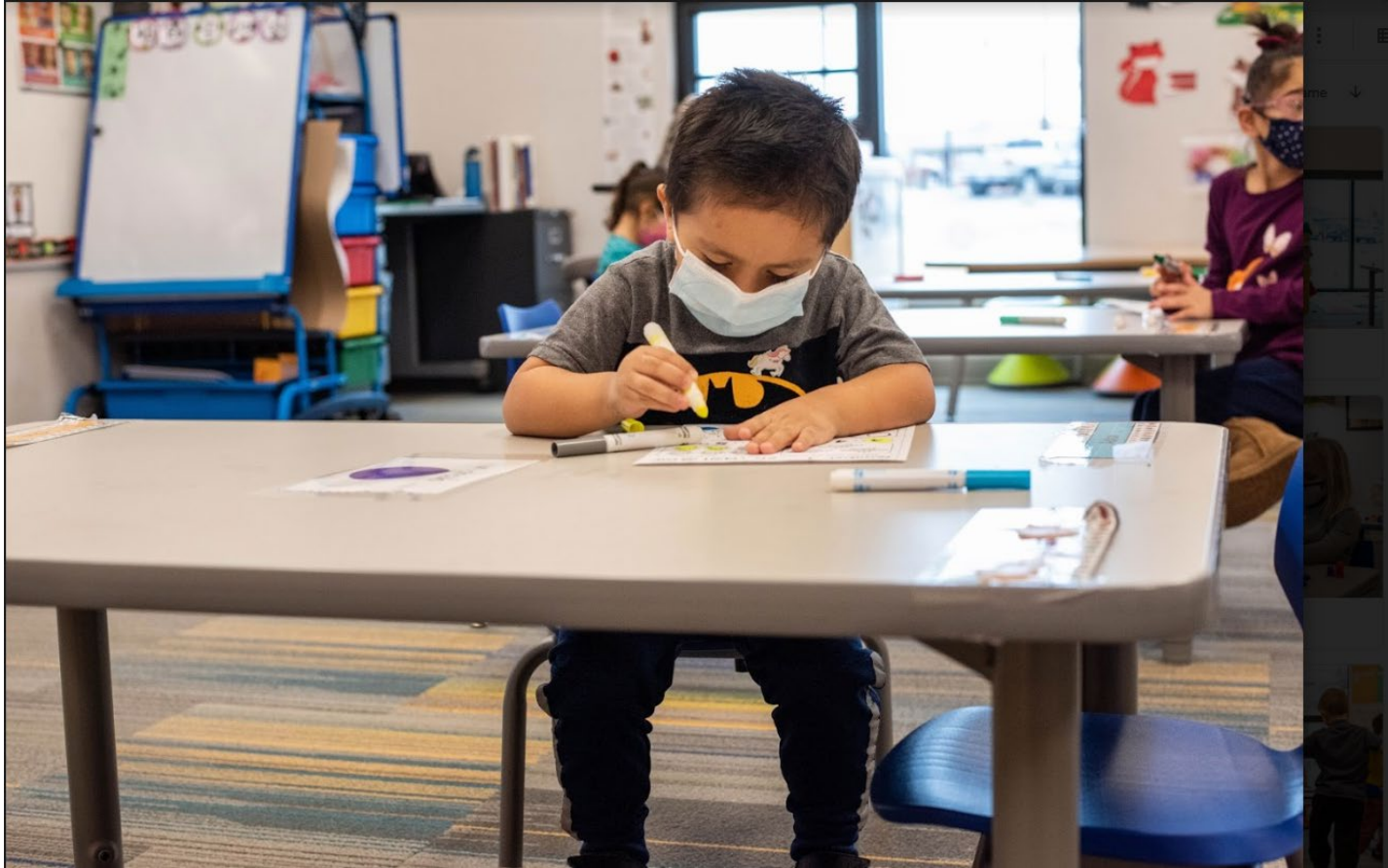
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UDL Look fors

UDL Look Fors

- ☐ Multiple access points or hands on activities for same standard at different levels (ie: choice, reading pictures, early patterning, reading words)
- ☐ Different kinds of materials (ie: books (hard or soft), audio, blocks of different sizes, shapes, textures for student choice, sensory, puzzle varieties, student created items, different cultures, families, disabilities represented)
- ☐ Multiple ways to represent what they know (ie: student voice, drawing, writing, building)
- ☐ Visual examples of learning target. Learning target is clear and students know what their goal is (ie: timely and ongoing feedback, student work, letter of the day, visible learning map etc.)
- ☐ Action and Expression (ie: GLAD strategies, graphic organizers, visual schedules, pictures etc.)
- ☐ Choice for seating arrangements (environment)

What does this look like in our school?







SEL Teaching & Calm Corner



Celebrating Success



Hallway		Pasillo	
Be Kind	Wave to Friends 	Quiet Voices 	Sé amable
Be Safe	Walking Feet 	Have your own Space 	Cuidate
Work Hard	Walk in Line to Class 	Listen for directions 	Trabaja duro
			Saluda tus amigos
			Voces bajas
			Mantén tu espacio
			Caminar en fila a clase
			Prestar atención a direcciones

