

CARA's Kit: User Friendly and Practical Resources to Promote Individualizing and Inclusion¹

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What are California's Expectations of Early Childhood Educators?

California Infant/Toddler Learning & Development Foundations <https://www.cde.ca.gov/sp/cd/re/itfoundations.asp>

California Preschool Learning Foundations <https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

Early Childhood Teaching and Administrator Performance Expectations [https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/ece-performance-expectations-pdf.pdf?sfvrsn=854253b1_4#:~:text=The%20ECE-TPEs%20are%20research,of%20Young%20Children%20\(NAEYC\)%20national](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/ece-performance-expectations-pdf.pdf?sfvrsn=854253b1_4#:~:text=The%20ECE-TPEs%20are%20research,of%20Young%20Children%20(NAEYC)%20national)

What is CARA's Kit?

CARA's Kit Online <http://www.eita-pa.org/inclusion/>

This sequence of three self-paced tutorials provide a brief and effective introduction to CARA's Kit and how it may be used to help educators, students, and others learn about ways in which to adapt daily routines to support toddlers and preschoolers who may experience challenges to their full participation. Part 1 provides an introduction to CARA's Kit, Part 2 provides an overview of the process for using CARA's Kit, and Part 3 offers additional examples of adaptations that support inclusion. The examples are linked to Pennsylvania's Early Learning Standards for Toddlers and Pre-Kindergarten.

Purchase hard copies for \$25 at <https://www.dec-sped.org/bookstore?Collection=CARA%27s+Kit>

Resources to Support Individualizing and Inclusion

| Format | Resource |
|--------|---|
| Print | <p>Classroom Routine Support Guides <i>These guides were developed to assist teachers and caregivers in planning to support young children who may have challenging behavior. Organized around the routines/activities that would typically occur in an early childhood setting, the guide is designed to help early childhood professionals understand the purpose or meaning of the behavior, and to support them to select strategies to make the behavior irrelevant, inefficient, and ineffective. They can do this by selecting prevention strategies, teaching new skills, and changing responses to eliminate or minimize the challenging behavior, examples for which are provided in the guides.</i></p> <ul style="list-style-type: none"> • Routine-Based Support Guide http://challengingbehavior.cbcs.usf.edu/docs/ttyc/TTYC_RoutineBasedSupportGuide.pdf • Early Elementary K-2nd Grade http://challengingbehavior.cbcs.usf.edu/docs/RoutineSupportGuide_class_early_elementary.pdf <p>Developing Young Children's Self-Regulation Through Everyday Experiences https://www.hawaii.edu/childrenscenter/wp-content/uploads/2014/01/Self-Regulation_Florez_OnlineJuly2011.pdf <i>This 2011 article by Ida Rose Florez explains what self-regulation is and how it develops in young children. It also describes ways in which scaffolding can be provided in a deliberate manner to help develop self-regulation in children. These include modeling, using hints and cues, and gradually withdrawing adult support.</i></p> <p>Family Routine Guide https://challengingbehavior.cbcs.usf.edu/docs/Positive-Solutions_Family-Routine_Guide.pdf <i>This guide can assist family members and caregivers in developing a plan to support young children who are using challenging behavior. It includes practices for selecting prevention strategies, teaching new skills, and changing the way they respond to eliminate or minimize the challenging behavior.</i></p> |

¹ All resources from this presentation may be found at <https://education.sdsu.edu/pipelines/resources>

| Format | Resource |
|--------|---|
| Print | <p>Integrating Principles of Universal Design into the Early Childhood Curriculum https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/Dimensions_Vol41_1_Dinnebeil-1_0.pdf <i>The authors offer examples and recommendations for how teachers of young children can support each young learner in diverse early learning settings by using Universal Design for Learning.</i></p> |
| A/V | <p>Activity Simplification https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/activity-simplification <i>Watch this suite to discover strategies for simplifying activities to increase participation of children who need more support or challenge. Links to supporting materials are provided, including tips, tools, and resources.</i></p> <p>Individualizing Instruction http://resourcesforearlylearning.org/educators_pd/ <i>This video-based training explores how to individualize instruction for each child by assessing their interests, talents, needs, and abilities; demonstrating and scaffolding; and clearly communicating expectations. It is available in an online 45-minute self-paced version or a facilitator led 1.5-2 hour training.</i></p> <p>Scaffolding Children’s Learning https://eclkc.ohs.acf.hhs.gov/video/scaffolding-childrens-learning <i>This suite of resources illustrates ways to help children when they struggle to learn a concept or complete an activity.</i></p> |
| Online | <p>Alternative Learning Positions: Supporting Children’s Appropriate Motor Development https://www.communityplaythings.com/resources/articles/2022/Alternative-Learning-Positions?_cldee=GNuNG9CVQbnYZnS1bp8NATB1JrRkbFqbStY0AXx66Cnr-kVluxHnYXHgyWLWkPe&recipientid=contact-631422b4f49e4c42b12c25b7f2251881-75a04171bcf44c6795eb9bf139b7ec75&esid=92ad8e14-f1b4-ec11-983f-0022480c42a1 <i>While sitting in a chair can support effective performance of academic tasks such as handwriting, many educators now question whether it is really the optimal position for learning. Enjoy what this article has to say on the topic, including their view of “crisscross applesauce.”</i></p> <p>Classroom Visuals and Supports https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/classroom-visuals-supports <i>Visit this website to find an array visual supports teachers can use to increase a child’s understanding and engagement in the classroom. The visual supports include daily schedule pictures, problem-solving cues, classroom jobs, behavior expectations, and more. These can be downloaded and printed for use in the classroom or at home.</i></p> |
| Online | <p>Examples of Environmental Modifications https://connectmodules.dec-sped.org/wp-content/uploads/2018/11/CONNECT-Handout-1-1.pdf <i>This handout shows examples of environmental modifications from changing the setup of a room to using special equipment.</i></p> <p>Examples of Peer Support https://connectmodules.dec-sped.org/wp-content/uploads/2018/11/CONNECT-Handout-1-2.pdf <i>This resource illustrates ways in which peers may be encouraged to invite another child to join an activity, help a child to complete a task, show a child a new skills, and respond appropriately.</i></p> <p>A Guide to Adaptations https://stemie.fpg.unc.edu/sites/stemie.fpg.unc.edu/files/A%20Guide%20to%20Adaptations%20508v2.pdf <i>Adaptations ensure that young children with disabilities can fully participate and engage in STEM (science, technology, engineering, and math) learning opportunities and experiences. This document defines and describes an evidence-based inclusion framework and provides examples of adaptations that can use that ensure young children with disabilities can participate fully in STEM learning experiences.</i></p> |

ADAPTATION NOTES

■ What is currently happening?

■ What would you like to see happen?

■ How can we change the environment?

■ How can we change the activity?

■ How can we change the materials?

■ How can we change the requirements or instructions?

■ How can we provide assistance?

■ After you have made the changes, what is currently happening?

CARA's Kit® Creating Adaptations for Routines and Activities