



**The California Department of Education
Early Childhood Special Education Field Meetings
Fall 2008**



**Preschool Learning Foundations
for Special Education:
A Closer Look at the Social-
Emotional Development Domain**

Introductions



Early Childhood Special Education Leads
Dillon Henry, Region 9
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I play well with others...

Others, not You.

Outcomes

- Examine the Preschool Learning Foundations with a focus on ECSE
- Take a closer look Social-Emotional Development Domain
- Consider the relevance and implications for preschool special education practice
- Learn more about CPIN opportunities



Social-Emotional Development

Language and Literacy

English-Language Development

Mathematics

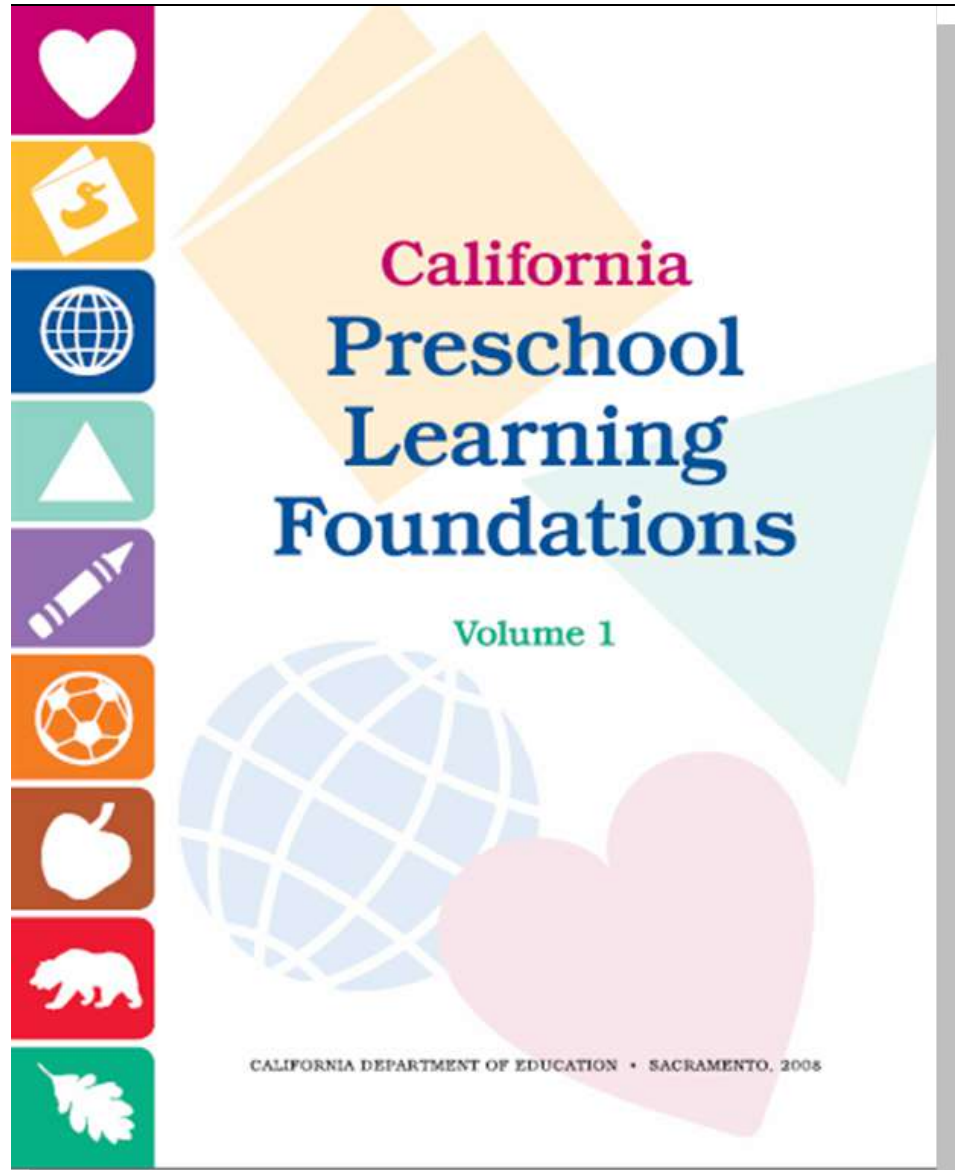
Visual and Performing Arts

Physical Development

Health

History/Social Science

Science



Preschool Learning Foundations

~Domains~



**Social-
Emotional
Development**

**English-
Language
Development**



**Language and
Literacy**

Mathematics





Foundations are the “WHAT”



- Promote understanding of preschool children’s learning and development
- At 48 and 60 months
- Describe the knowledge and skills children typically attain when in a high-quality preschool program with adequate support





Foundations inform the “How To’s”



- *Guide decisions related to best practices, curriculum, and instructional strategies*
 - *Environments and materials*
 - *Child-directed play and teacher-guided learning*



Navigation and Terminology

Map of the Foundations Social-Emotional Development Social Interaction

Strand

Domain

Age

Substrand

Foundation
Description

Foundation

Examples

12 | Social Interaction

2.0 Interactions with Peers

At around 48 months of age

At around 60 months of age

2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts.

2.1 More actively and intentionally cooperate with each other.

Children interact comfortably with one or two playmates, although sociability is still basic. Children sometimes share materials and communicate together, occasionally working cooperatively on a mutual goal or project, especially with adult support.

Children initiate and participate in more complex, cooperative activity with peers. This may involve working together in groups to achieve a shared goal or communicating about how to share materials so all can use them.

Examples

- After watching another child dig in the sandbox, begins to dig alongside in a similar fashion; eventually the two children are digging together.
- Paints with other children on easels side by side, with the children looking at each other's pictures, occasionally conflicting over the sharing of paints, and commenting about their own painting.
- Uses rhythm instruments together with several other children.
- With adult prompting, shares the blocks she is using or participates in turn-taking with another child.

Examples

- Invites several children to help dig a hole in the sandbox.
- Suggests taking turns riding the tricycle.
- Responds appropriately to another child's ideas about how to build a better car track on the floor.
- Shares play dough so another child can make something.
- Talks for several minutes with another child about how they are dressing up in adult clothes for pretend play.
- Joins several other children to create a train track, using blocks on the floor.
- Holds the bubble wand for another child so she can blow bubbles.
- Sets the table with another child, communicating about what is needed next.

2.2 Participate in simple sequences of pretend play.*

2.2 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.

Children play imaginative, complementary roles (such as parent and child) in pretend play but without much planning or a well-developed story line.

Children develop longer, more complex pretend play narratives involving a shared script, coordination of child-selected roles, and mutual correction within those roles as they play.

Examples

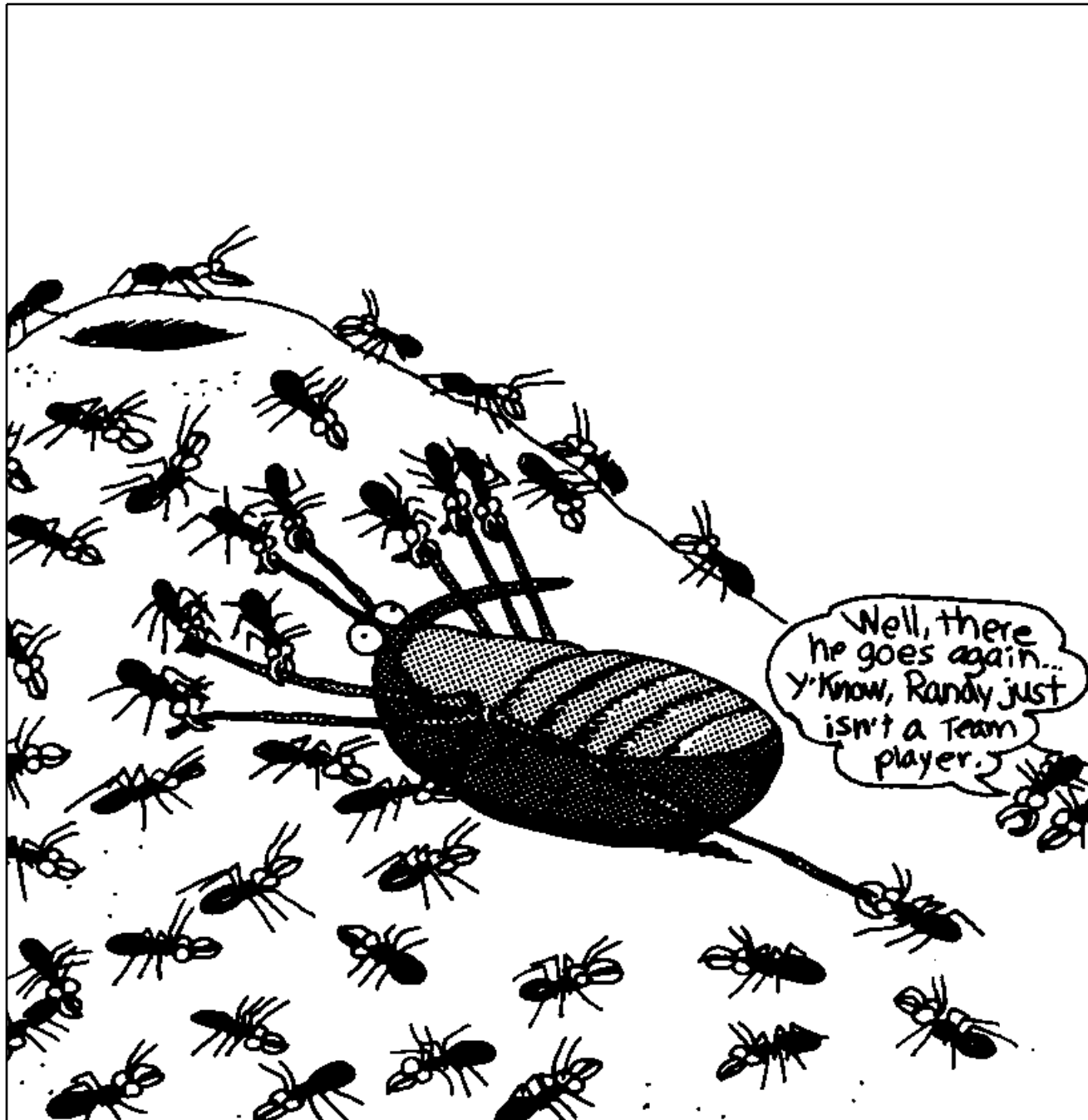
- Communicates to another child, "I'll be the tiger!" when they are playing outside.
- Leaps into the air in pretend "flying," and other children join in and do the same.

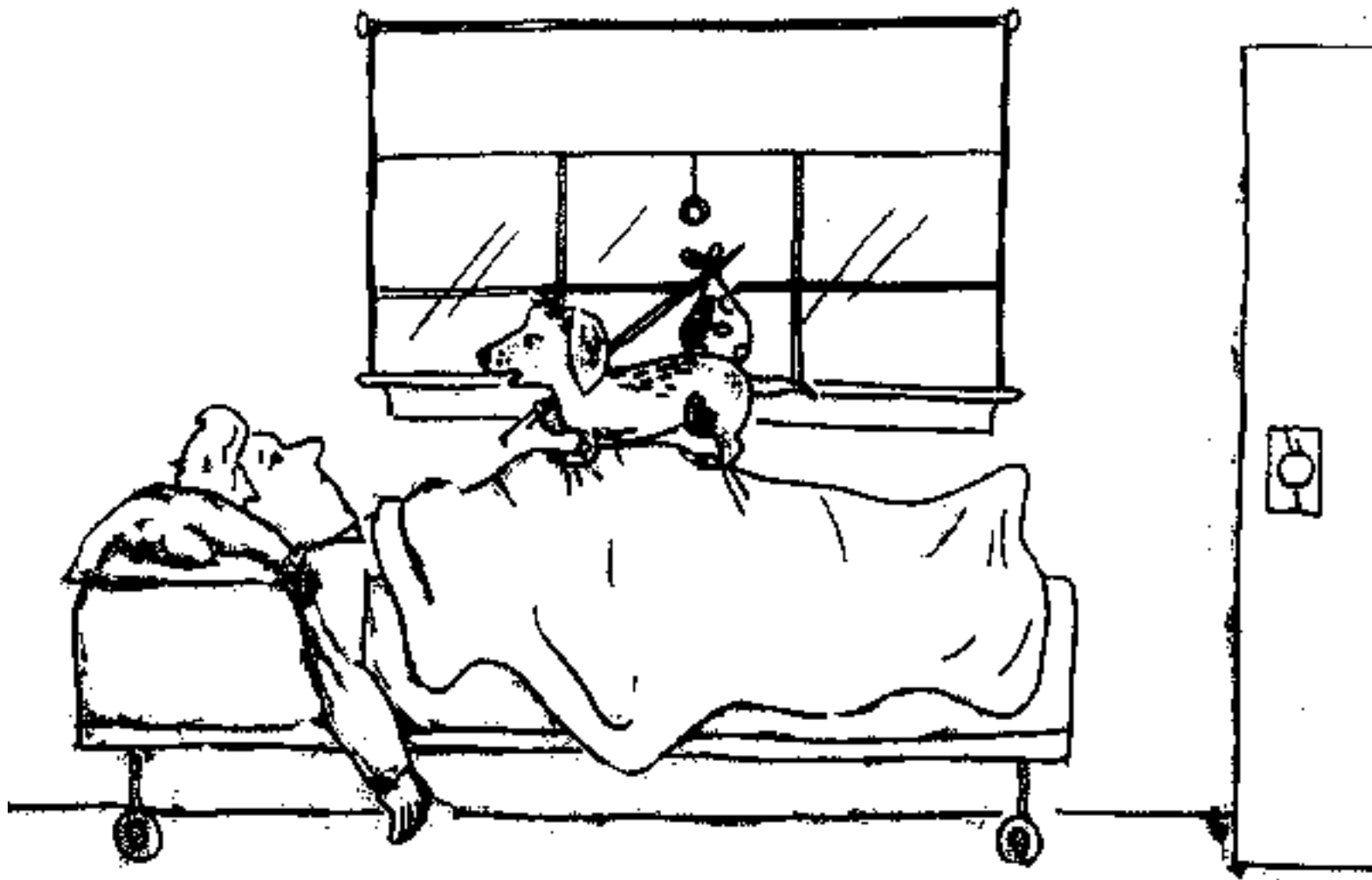
Examples

- Creates with a small group of children an extended imaginary story with a beginning, a middle, and an end (e.g., a story of sickness and healing that involves a doctor's visit, a trip to the hospital, an operation, and the patient's recovery).

* Children may "play" whether or not they are communicating orally, narrating the play, or motorically engaging in activities. For example, they may ask an adult or peer to assist in the motor aspects of play.

Includes notes for
children with
disabilities





“Thank you for teaching me to fetch and roll over, but these are not skills that will help me in the long run.”

Social Emotional Foundations

SELF

1.0 Self-Awareness

2.0 Self-Regulation

3.0 Social-Emotional Understanding

4.0 Empathy and Caring

5.0 Initiative in Learning

Social Emotional Foundations

Social Interaction

1.0 Interactions with Familiar Adults

2.0 Interactions with Peers

3.0 Group Participation

4.0 Cooperation and Responsibility

Social Emotional Foundations

Relationships

1.0 Attachment to Parents

2.0 Close Relationships with
Teachers and Caregivers

3.0 Friendships

Current Research Highlights...

“High quality preschool education that includes an emphasis on children’s social development can reduce rates of challenging behavior and serve as a long-term protective factor for children at risk of developing challenging behaviors”.

– NIEER Policy Brief, December 2007.

“Challenging Behaviors and the Role of Preschool Education”



Current Research Highlights...

“Young children cannot learn to read if they have problems that distract them from educational activities, problems following directions, problems getting along with others and controlling negative emotions, and problems that interfere with relationships...Learning is a social process”



*Zins et al., 2004 Excerpted from: Recommended Practices: Linking Social Development and Behavior to School Readiness
Center for Evidence-Based Practice: Young Children with Challenging Behavior
www.ChallengingBehavior.org*



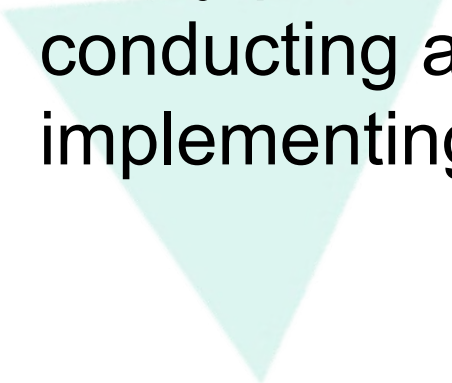
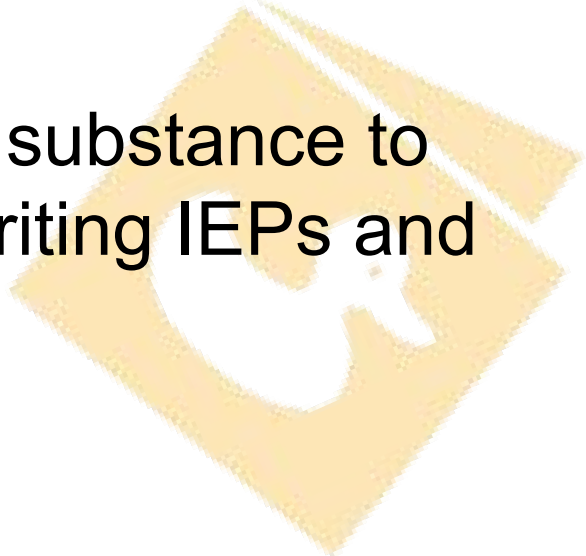
Browse and Discuss

How do the Social-Emotional Development Foundations support planning that meets the educational needs of children with disabilities and challenging behavior?





Why Preschool Learning Foundations are Important for Special Education

- They inform regular preschool activities for the State of California.
 - They provide direction and substance to conducting assessments, writing IEPs and implementing programs.
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IDEA Citations

- **FAPE:** § 300.17 Free appropriate public education... *includes preschool*
- **Access:** § 300.39 ensure access to the general curriculum, meet the educational standards that apply to all children
- **IEP Goals:** § 300.320 ...including academic and functional goals, that enable the child to be involved in and make progress in the general education curriculum



The Role of Foundations in Early Childhood Special Education



- Foundations and the Curriculum Framework define regular preschool activities
- Preschool as FAPE/LRE
- IEP = access to regular preschool activities
 - Goals
 - Accommodations
 - Services and support



Addressing IEP Goals

Special education is:

- Services and supports in the “Least Restrictive Environment”
- LRE is an early education experience (preschool)
- Preschool is first in a continuum of placement options



A Closer Look at Social-Emotional Foundations



On your Reflection Sheet:

- Think of an IEP goal written for a child in your program Jot it down.
- Which **Strand** do you think is addressed?
- Work in teams of 2-3:
 - Find **foundation statements** and **descriptions** that relate to your goals. Jot them down.
 - Discuss how Foundations connect to IEP goals.

Social-Emotional Development Stands and Substrands

SELF

- 1.0 Self-Awareness
- 2.0 Self-Regulation
- 3.0 Social-Emotional Understanding
- 4.0 Empathy & Caring
- 5.0 Initiative in Learning

SOCIAL INTERACTION

- 1.0 Interactions with Familiar Adults
- 2.0 Interactions w/ Peers
- 3.0 Group Participation
- 4.0 Cooperation and Responsibility

RELATIONSHIPS

- 1.0 Attachment to Parents
- 2.0 Close Relationships with Teachers and Caregivers
- 3.0 Friendships

Supporting children's positive social and emotional development

- Environment
 - Physical, Sensory, Stability
- Curriculum
- Relationships
- Strategies
 - Prevention
 - Routines and schedule
 - Positive behavior management

- Brault, L. & T. "Children with Challenging Behavior: Strategies for Reflective Thinking"

Next Steps





Get Involved with CPIN !



CALIFORNIA PRESCHOOL INSTRUCTIONAL NETWORKS



CALIFORNIA PRESCHOOL INSTRUCTIONAL NETWORKS

To Learn More

- Go to: www.cpin.us
 - CLICK “Find the Regional Leads in Your Area”
 - SCROLL to “Regional Calendar of Events”
- Contact your Special Education Lead to get involved
- Attend CPIN events in your area to learn more about all the Foundation domains

What's coming?

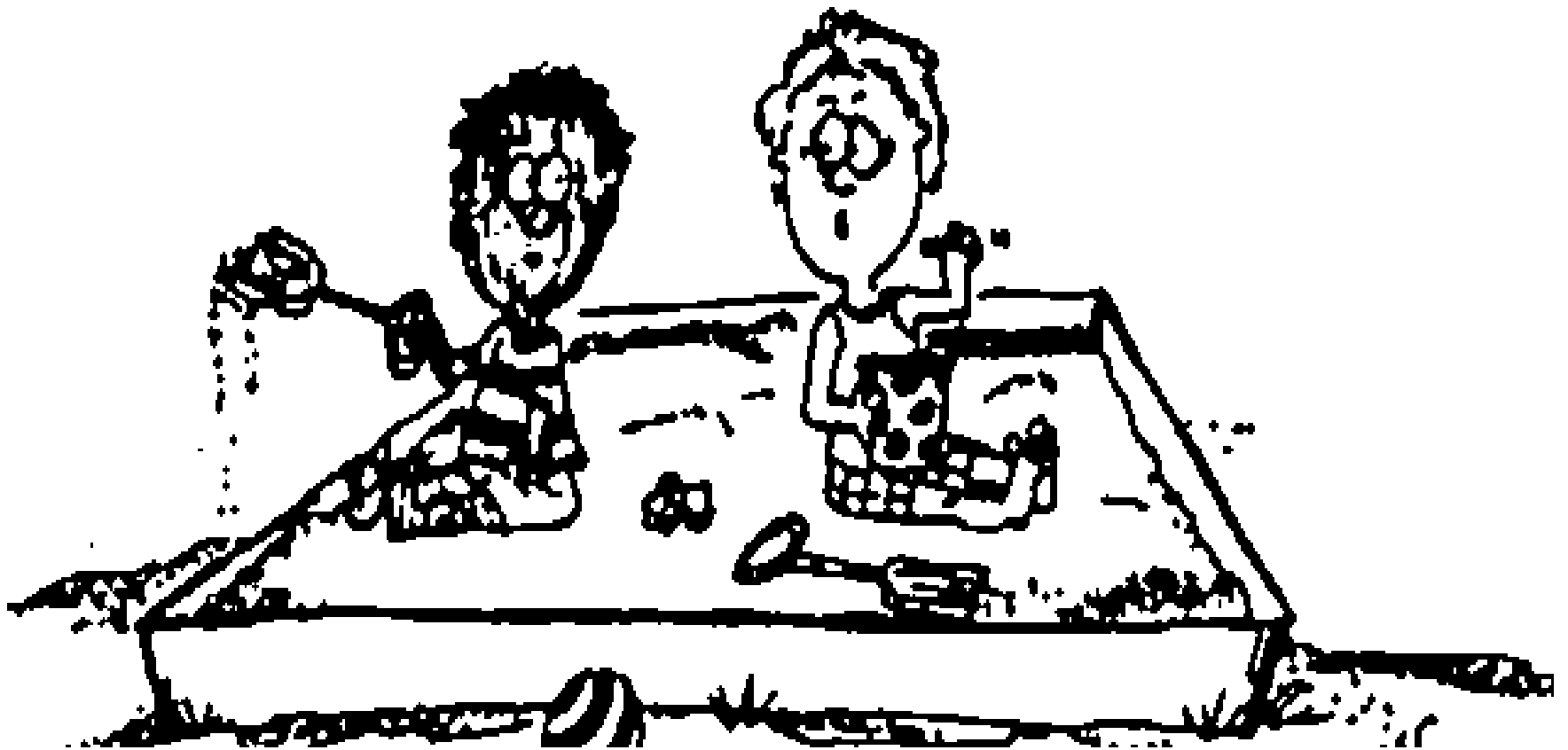


- Curriculum framework for Volume One
- Volume 2 & 3 Foundation Domains
- DRDP-R/ DRDP *access* alignment with the Preschool Learning Foundations
- Early Childhood Special Education Handbook on LRE and foundation-based IEPs Birth -5
- Professional development opportunities

What's next for your program?

Get to know the foundations & discuss them with your colleagues.

- What do they mean for curriculum and instruction?
- What do they mean for IEP development and goal writing?
- What do they mean for access to regular preschool activities – LRE?



So how come I get adapted leisure skill and gross and fine motor therapy and you just get to play?

“There are many ways of going forward, but only one way of standing still.”

**-Franklin D.
Roosevelt**

