Intentional Teaching

(Holman, Solliday, Plumb, McLaughlin & Walton, 2016)

What is needed to provide effective services and teaching for ALL children and families in the public school setting.

CORE KNOWLEDGE AND PRACTICES

- 1. Every child must have access to a functional communication system that takes the child's strengths and needs into account and this system is evaluated frequently for its effectiveness.
- 2. Clear, consistent, open, and honest communication with families, classroom support staff and other team members.
- 3. Valued partnerships with families and use of empowerment strategies (e.g., sharing of resources with families).
- 4. Understanding of typical child development and learning trajectories, as well as the individual needs and learning profiles of children.
- 5. Understanding of the interconnectedness of developmental domains within the young child's developing brain.
- 6. Understanding of the importance and utilization of Universal Design for Learning (UDL) in all instruction and learning environments to maximize inclusive learning opportunities.
- 7. Understanding of the importance of building interpersonal social development and the need to focus on these early social and emotional skills in all aspects of early teaching.
- 8. Presumed competence and respect for the child as a capable learner.
- 9. Making every child feel welcomed and valued. Appreciation for the need for comfort, order, routine and structure to create a meaningful learning context for young children.
- 10. Understanding the value of the context of play and utilizing the child's interests and play level in creating relevant, developmentally appropriate and motivating learning opportunities.

INTENTIONAL TEACHING

(Holman, Solliday, Plumb, McLaughlin & Walton, 2016)

Every teacher must have <u>a plan</u>—**be intentional**—know what they are going to do, what they want to accomplish, how they are going to accomplish their goals and know when they have reached them.

Baseline data must be collected-information on the child's current abilities, preferences, strengths, skills, etc. Functional Communication System		
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