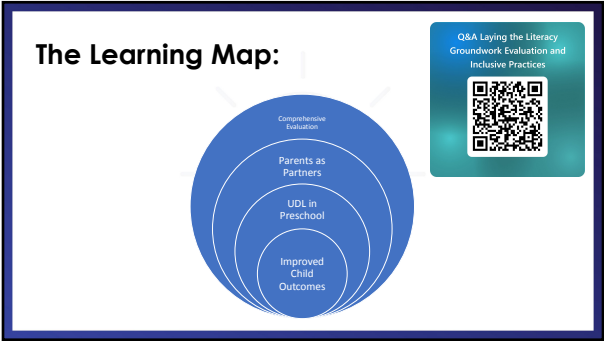








Indicator

C3

Indicator

B7

THREE CHILD OUTCOMES

Outcome A: Positive Social-Emotional Skills

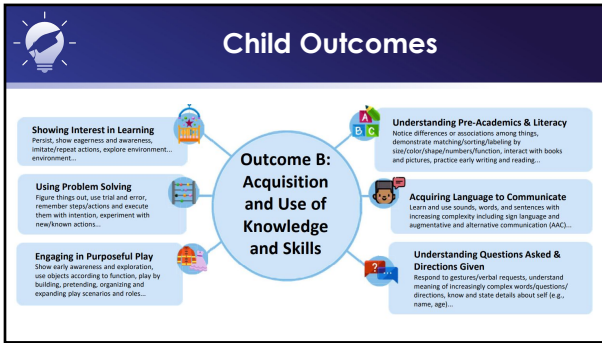
- Engaging with Language
- Understanding to Share Experiences
- Engaging with Peers
- Engaging with Learning
- Using Problem Solving
- Engaging in Playful Play

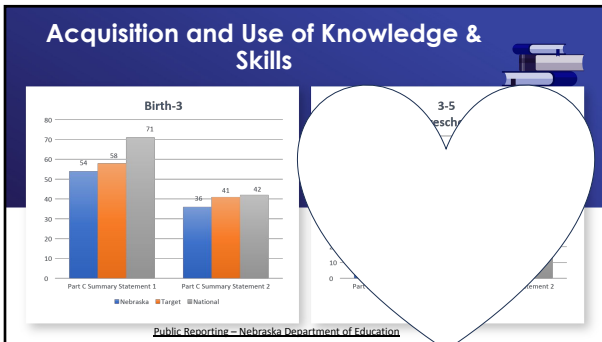
Outcome B: Acquisition and Use of Knowledge and Skills

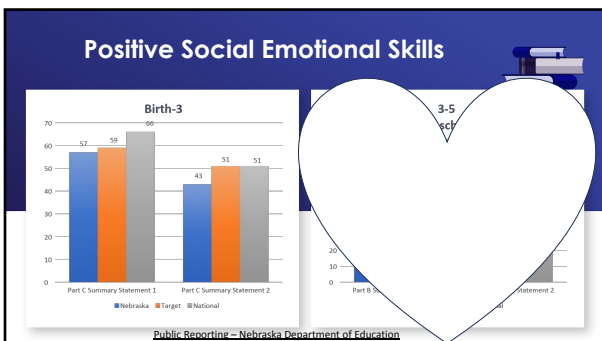
- Understanding the Academic & Literacy
- Understanding Social Norms & Adapting to Change
- Engaging in Playful Play
- Understanding Questions Asked & Answered
- Understanding Language in Communication
- Understanding Questions Asked & Answered

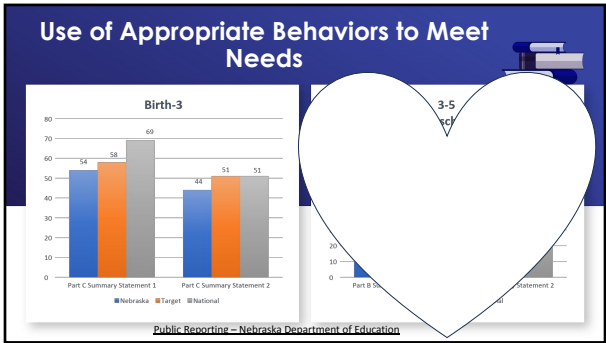
Outcome C: Use of Appropriate Behaviors to Meet Needs

- Engaging in Playful Play
- Engaging in Playful Play
- Engaging in Playful Play
- Engaging in Playful Play
- Engaging in Playful Play
- Engaging in Playful Play





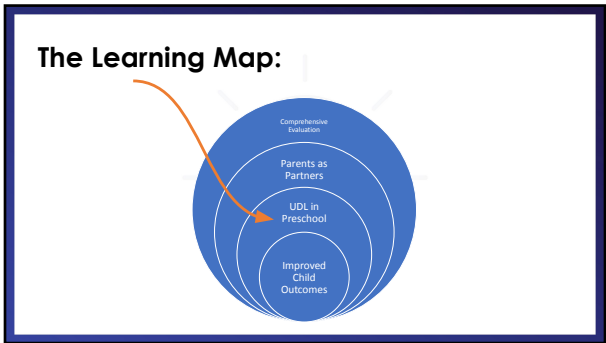




GOLD Data & Documentation

Teaching Strategies®

1. Establishing a supportive environment
2. Engaging children in learning
3. Supporting language development
4. Supporting social interaction
5. Supporting problem-solving and critical thinking
6. Supporting self-regulation
7. Supporting physical development
8. Supporting emotional development
9. Supporting cultural and linguistic diversity
10. Supporting individual differences
11. Supporting family and community involvement
12. Supporting assessment and documentation





GOLD domains

Literacy domain

Language domain



Literacy domain

Objective 9 Uses language to express thoughts and needs

a. Uses an expanding expressive vocabulary

Not Yet	1	2	3	4	5	6	7	8	
	Vocalizes and gestures to communicate - Cries and squeals when happy - Cries after trying several times to get toy just out of reach - Waves hands in front of face to push away spoon during feeding - Uses hand gestures to sign or indicate "more"		Names familiar people, animals, and objects - Says "hand" when grandmother comes into the room - Names the cow, horse, chicken, pig, sheep, and goat as she sees them on the trip to the farm		Describes and tells the use of many familiar items - When making pancakes, says, "Here is the beater. Let me beat the egg with it." - Responds, "We used the big, red umbrella so we both could get under it."		Incorporates new, less familiar, or technical words (acquired through texts and conversations) in everyday conversations; correctly uses new meanings for familiar words - Uses a communication device to say, "My bird went to the vet. He has a disease. He's losing his feathers." Asks more questions about this when asked. - After hearing the word in a story, says, "I'm not sure I can put it together. It's complicated. What do you think?"		



Literacy domain

Objective 18 Comprehends and responds to books and other texts

a. Interacts during reading experiences, book conversations, and text reflections

Not Yet	1	2	3	4	5	6	7	8	9	10
	Comments on particular language from the book at the appropriate time Says, "You're not big enough," when teacher places in the classroom Laila's pig.		Asks and answers questions about the text; refers to pictures Responds, "He was mad. He threw his hat down."	Identifies story-related elements, events, and resolutions during conversations with an adult When prompted, says, "George got put in jail. He ran out the open door and got out."		Engages in teacher-led reading activities using one or more books and other simple texts; focuses on major characters, events, and relationships between text and illustrations; makes comparisons, inferences, and draws conclusions; identifies the author's supporting points - Draws the illustration of Camilla looking like a girl from <i>Alice's Cat</i> of 50 years in time about what happened and why it's funny. - Says to a friend, "In this book, Clara needs help, but in the other book, she's helping someone else." - Says, "I think the author drew the illustrations using single letters because he's describing spring when flowers bloom and the grass turns green." - After reading a new version of <i>The Three Little Pigs</i>, makes a drawing about the		Uses print and illustrations in one or more texts to describe and compare individuals, events, ideas, narratives, connections, and information - Says, "I like other countries, but I like the one I live in. I don't like her brother, who's afraid of other countries." - Says "The chart on page 10 shows us why I go to the recycle at school." - Says, "The author took away time even though it's a way you can't build a person in to be like the writer." - Chooses a phrase from a poem and takes about the emotions it conveys		



Inclusive Practice

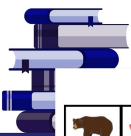
S

E-Engagement

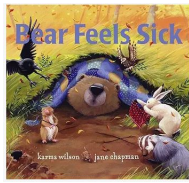
R-Representation

A-Action and Expression

The UDL Guidelines



 Bear	 Rabbit	 Pot
 Mug	 Bear	 Rabbit
 Bear		




Mug

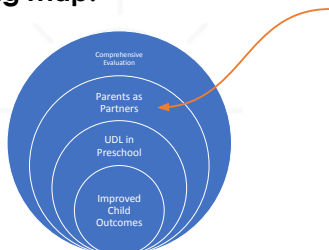

Bear



Let's go swimming

 Nap	 Swim
 Nap	 Shower

The Learning Map:



Parents as Partners

• Share the details

- Songs for the week
- Nursery rhyme
- Repeated read aloud selection
- Suggested book list to support background of unit

□ Probe for the details

- What does reading look like at your house?
- What songs does your child like?
- What is a favorite character or show?

Early Learning Foundations

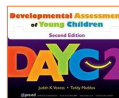


A Parent's Companion Piece to the Early Learning Guidelines (Birth through 5 years old)



Evaluation

Individual achievement testing - Reports from parent interviews - Medical reports - Classroom/preschool assessment data - Norm-referenced testing - Criterion-referenced assessment - State and district-wide assessment - Curriculum-based assessment - Observation and analysis of behavior - Teacher anecdotal records





92 NAC 51

- **006.02C5** School districts and approved cooperatives must ensure a variety of assessment tools and strategies are used to gather relevant functional, developmental and academic information about the child, including information provided by the parent, and information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities)



92 NAC 51

- **006.02C10** School districts and approved cooperatives must ensure the child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.



92 NAC 51

- **006.02C11** School districts and approved cooperatives must ensure in evaluating each child with a disability under Section 006, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified

Laying the Groundwork	
Disability Description	2023-2024
Autism	701
Deaf or Hard of Hearing	88
Deaf-Blindness	*
Developmental Delay	4611
Emotional Disturbance	*
Intellectual Disability	*
Multiple Impairment	11
Orthopedic Impairment	12
Other Health Impairment	132
Specific Learning Disability	*
Speech Language Impairment	1873
Traumatic Brain Injury	*
Visual Impairment	11

Special Education - Part B Preschool

[illegible]

[illegible]





EARLY INTERVENTION AND ASSISTIVE TECHNOLOGY

What is Assistive Technology?

Any device, service, or system that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities. This includes devices, services, or systems that are used to increase, maintain, or improve the functional capabilities of individuals with disabilities.

What are the goals of Early Intervention and Assistive Technology?

The goals of Early Intervention and Assistive Technology are to:

- Identify children with disabilities as early as possible.
- Provide early intervention services to children with disabilities.
- Ensure that children with disabilities have access to the most appropriate and effective assistive technology.
- Ensure that children with disabilities are able to participate in all activities with their peers.

What are the components of Assistive Technology?

Planning	Identifying Needs	Assessing	Communicating	Implementing	Evaluating
- Identify the child's needs. - Identify the child's strengths. - Identify the child's interests. - Identify the child's preferences.	- Identify the child's needs. - Identify the child's strengths. - Identify the child's interests. - Identify the child's preferences.	- Identify the child's needs. - Identify the child's strengths. - Identify the child's interests. - Identify the child's preferences.	- Identify the child's needs. - Identify the child's strengths. - Identify the child's interests. - Identify the child's preferences.	- Identify the child's needs. - Identify the child's strengths. - Identify the child's interests. - Identify the child's preferences.	- Identify the child's needs. - Identify the child's strengths. - Identify the child's interests. - Identify the child's preferences.

Collaborating with POC and Early Tech Assistive Technology



National Resources

- [The UDL Guidelines](#)
- [ECTA Center: Child Outcomes](#)
- [ECTA Center: Training Resources on AT](#)
- [ECTA Center: OSEP Early Childhood IDEA Centers](#)
- [Children with Disabilities | HeadStart.gov](#)



Nebraska Resources

- [Unite for Literacy](#)
- [ELG-PDF.pdf](#) Literacy section pg. 54-67
- [foundations.pdf](#) Parent Companion for ELG
- [Early Childhood Special Education Services – Nebraska Department of Education](#)
- [Office of Early Childhood – Nebraska Department of Education](#)
- [Clean51 - 2022.pdf](#)
- [Special Education - Part B Preschool](#)
- [Public Reporting – Nebraska Department of Education](#)



Training and Technical Assistance

- [Nebraska Autism Spectrum Disorders Network | Nebraska](#)
- [Welcome | Assistive Technology Partnership](#)
- [NeMTSS Framework | Nebraska Department of Education – Nebraska MTSS](#)
- [Early Childhood Training Center – Nebraska Department of Education](#)
- [Nebraska Department of Education](#) Canva Modules
- [PRT Contacts | Nebraska Early Development Network](#)
- [Early-Childhood-Program-Contacts.pdf](#)



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Q&A Laying the Literacy
Groundwork Evaluation and
Inclusive Practices