Early Learning Broad-Based Strategies

Integrating the Disciplines

Integrating the Disciplines - Case Study Examples

Case studies have been included to provide examples of how some of these strategies are actualized in the classroom with individual children. Many of these strategies are cross-discipline and become integrated so that the needs of the whole child can be met.

Based on the principles of universal designs for learning, the multidisciplinary team has established a framework for providing an integrated service model. This model is intended to meet the needs of all learners in an inclusive learning environment. The multidisciplinary team works with the school team to embed these broad based strategies in daily teaching practices.

As teachers learn about children in their classrooms, they begin by engaging in information gathering. This can include observing the child in the context of her / his learning environment, dialoguing with the school team and caregivers, and reviewing any available background information (i.e. reports). Some questions to ask can include:

- What are the child's interests and strengths?
- What are the concerns that I observe?
- Where and when do I observe them?
- Why might they be occurring?
- What factors in the environment contribute to the concerns?

Another question to consider is how childrens' concerns will be addressed. Familiarization with the broad-based strategy document and selection of a strategy that addresses the concern is a place to begin. Often, it is helpful to be guided by the child's interests when attempting to address the child's needs. For example, a child who enjoys reading books may be best motivated to learn through the use of books.

The multidisciplinary team has found that there is overlap between each disciplines' broad-based strategies and this is illustrated in the following examples. The division between disciplines may not be clearly evident and this is intentional. In other words, a child will benefit from a strategy that is common to all disciplines e.g. visual support.

The strategy you choose will benefit not only the child you originally identified with the concern, but multiple learners in your class. This accomplishes the goal of universal designs for learning. The needs of the child can be addressed in three different formats, which include the application of broad-based strategies at the whole group, small group or individual level as illustrated in the Pyramid of Intervention (Appendix A).