



## Unit 4 – Health:

### Key Topic 4: Universal Design, Individualizing, and Family Partnerships

**Health Domain:**  
 Key Topic 4 – Universal Design, Individualizing, and Family Partnerships

#### Focus of Unit 4 – Key Topic 4

Students become familiar with the concepts of universal design, individualized curriculum decisions, and the rationale for family partnerships in the context of supporting children’s development in the health domain. Students also explore methods for approaching these three topics.

#### Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project’s (CAP) lower division eight courses and student learning outcomes are mapped onto each instructional guide key topic. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Child, Growth, and Development
- Child, Family, and Community
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Health, Safety, and Nutrition
- Teaching in a Diverse Society
- Practicum-Field Experience

#### Instructional Methodologies

- Lecture
- Small group work
- Creation of a visual representation
- Class presentation
- Class discussion
- Pairs work/discussion in pairs
- Reflective discussion – large group



- Panel or guest speaker
- Categorizing
- Development of a resource tool
- Game
- Brainstorming – small group
- Interview – community member or parent
- Short paper

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### **California Early Childhood Educator Competency Areas to Consider**

The Faculty Initiative Project will be undertaking a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Child Development Division’s California Early Childhood Educator Competencies. The “Competency Areas to Consider” below are listed in this instructional guide as a preliminary exploration of how particular competency areas might be addressed through these key topics.

- Child Development and Learning
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Dual-Language Development
- Observation, Screening, Assessment, and Documentation
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Leadership in Early Childhood Education



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#### Before You Start

Please note that the same active learning segments for the universal design, individualizing, and family partnerships subtopics are used in the physical development and visual and performing arts domains. Modifications are made in each domain to reflect its specific content. This should enable instructors to use each key topic individually in each domain or to collapse the subtopics across domains.

If students have done the Getting Ready for the Unit and Connecting to Experience topic of this unit, remind students of the range of family and community experiences relating to health, safety, and nutrition that children will be bringing to preschool. In addition, an important factor in planning curriculum for individual children relating to any domain is to be aware of and consider: children’s unique temperaments, interests, and abilities; cultural and linguistic backgrounds; family beliefs, values, and structures; socioeconomic background; and neighborhood and community environments and resources. In the health domain, this is strongly emphasized and is infused in all the strands and substrands. Health, safety, and nutrition practices are strongly influenced by family and cultural community, and there are recommendations throughout the domain that support awareness and appropriate responses to these influences.

To help students think about how they can address these considerations in curriculum planning, this key topic includes three subtopics: universal design, individualization, and family partnerships. Each subtopic includes content from Chapter 4 of the *California Preschool Curriculum Framework, Volume 2* and a set of active learning experiences.

**Note:** The suggestions in this key topic relate to children who might need special consideration for intentional teaching strategies or materials, whether or not they have active Individualized Education Plans (IEP). For any child with an IEP, the design or use of adaptations will benefit from collaboration with the early childhood special educator or therapist working with that child and family. Consultation with the family and specialists is especially important for some children who have more significant physical disabilities and/or medical conditions.

The following are considerations for some of these active learning experiences in the three subtopics:

- **Subtopic 1: Universal Design.** As another approach to this subtopic, a guest speaker or panel may be invited to present on approaches for planning and adapting curriculum for children with disabilities or special needs. Suggested presenters include early childhood special education teachers, speech and



language therapists, occupational therapists, assistive technology specialists, preschool teachers with experience in including children with disabilities in their classes, and parents of children with disabilities or special needs. This presentation should include discussion of how to develop collaborations between early care and education and special education staff.

Handout 1, which lists where universal design strategies can be found in the health domain of the *California Preschool Curriculum Framework, Volume 2*, is provided at the end of this key topic. An electronic version of this handout will be available when this instructional guide is online at [www.wested.org/facultyinitiative](http://www.wested.org/facultyinitiative).

It is suggested that students summarize their work with the adaptations by creating a visual representation such as a poster or collage. If instructors choose to have students do this in class, they may want to provide materials such as large chart paper, colored markers, colored paper, tape or glue sticks, and scissors.

- **Subtopic 2: Individualization.** Much of the information in the health domain carries a strong emphasis on individualizing the development of health habits and safety and nutrition practices. These are highly influenced by family and cultural community, home language, temperament, and the experience that the child brings to preschool. Nonetheless, having students pay particular attention to this important piece of curriculum planning will enhance their ability to bring individualization to the topics of the health domain. Handouts 2, 3, and 4, included with this key topic, can be used with this Subtopic 2. Electronic versions of these handouts will be available when this instructional guide is online at [www.wested.org/facultyinitiative](http://www.wested.org/facultyinitiative).
- **Subtopic 3: Family Partnerships.** Materials for a game about engaging families include Handout 5, a list of family engagement suggestions from the health chapter of the *California Preschool Curriculum Framework, Volume 2*. Handout 5 could be cut into slips of paper for teams of students to consider. Instructors may want to be prepared to keep time for this game. An electronic version of this handout will be available when this instructional guide is online at [www.wested.org/facultyinitiative](http://www.wested.org/facultyinitiative).

Instructors may also want to have some hand bells or other noisemakers available for teams to use when they want to signal taking a turn.

**Information Delivery**

Content regarding the diversity of California’s preschool children and families, universal design for learning, and building partnerships with families may be helpful background for the students. Instructors may choose to have students become familiar with this material in the *California Preschool Curriculum Framework, Volume 2* through lectures and/or assigned readings:



- California’s Preschool Children (pp. 3–5)
- Overarching principle: “Family and community partnerships create meaningful connections” (pp. 7–8)
- Overarching principle: “Individualization of learning includes all children” (p. 8)
- Overarching principle: “Responsiveness to culture and language supports children’s learning” (pp. 8–9)
- Universal Design for Learning (p. 14)
- Partnering with families in curriculum planning (pp. 31–32)

## Active Learning



Slides 2-3

### **Subtopic 1: Universal Design**

#### **Getting it started**

If students are not familiar with the definition of universal design for learning, review the definition and key points that are described on page 14 of the *California Preschool Curriculum Framework, Volume 2*. Make sure that students understand what is meant by multiple means of representation, multiple means of expression, and multiple means of engagement. Encourage students who may have experiences working with children with disabilities or special needs to share examples of multiple modes of representation, expression, and engagement.

Next, explain to students that there are examples or strategies of universal design principles in the introductory material, a vignette, environments and materials, a family engagement suggestion, research highlight, and interactions and strategies in Chapter 4 of the *California Preschool Curriculum Framework, Volume 2*, “Health.” Handout 1, included with this key topic, is a summary list of where these strategies, suggestions, or examples can be found. Ask students to locate and read these examples in the *California Preschool Curriculum Framework, Volume 2*—there are approximately 19 strategies, suggestions, or examples. It will be helpful to review these with students so that they have a sense of what these look like in the text.

#### **Keeping it going**

Handout 1, included with this key topic, identifies adaptations in each of the three strands. The next step in this learning experience is to ask students to identify ways the adaptations identified in the *California Preschool Curriculum Framework, Volume 2* could be used across more of the health strands: Health Habits, Safety, and Nutrition. Assign groups to each strand.



Each small group is to review all the examples of universal design and discuss if and how an adaptation might be used in its assigned strand. Ask students to start with identified adaptations that are not in their strand. For example, the introduction to the Knowledge of Wellness substrand, on page 241 of the *California Preschool Curriculum Framework, Volume 2*, suggests that children with visual impairments may be encouraged to feel their tongue and teeth instead of looking at them in a mirror when teaching children about internal body parts. When teaching health habits such as coughing or sneezing into an elbow, children with visual impairments may benefit from having a teacher physically walk them through the movement. When providing props in the dramatic play area to help children become familiar with visiting a dentist, the teacher and other children can help the child with a visual impairment feel each prop while describing it.



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### Taking it further

The students then could create a visual representation such as a poster or collage to show some of the adaptations they have identified for their assigned strand. Remind students to try to show examples for each of the three elements of universal design: multiple means of representation, multiple means of engagement, and multiple means of expression.

### Online Options

**Subtopic 1:** Students could list online examples of how the universal design adaptations and ideas can be used in the strands. Individual students could be assigned a strand to consider, and students could review other students' lists prior to the class when the visual representation is to be created. Groups of students could also work out-of-class to create their visual representations and post photographs of the visual representations online.



Slides 5-6

### Putting it together

Provide time for each group to share its poster, collage, or other visual representation. This could be done through small group presentations or by hanging the visuals on the wall and asking students to walk around and individually review each one.

Begin summarizing this learning experience by asking if any students have questions or would like clarification about any of the adaptations presented or viewed. Then conclude with a class discussion of these questions:

- Which adaptations stood out for you?



- Which adaptations do you think you could easily use? Which ones might seem more challenging? Why?
- What were some examples of multiple means of representation, multiple means of engagement, or multiple means of expression that crossed all three health strands?
- What do you plan to keep in mind when planning ways to modify or adapt the learning environment and experiences to ensure that children with disabilities participate in the health domain?



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### Another approach

In the *Instructional Guide for the California Preschool Curriculum Framework, Volume 1*, a suggestion is made to invite a speaker or panel to discuss planning and making adaptations for children with disabilities or special needs. A description of the speaker or panel presentation can be found on pages 130–131 of the *Instructional Guide for the California Preschool Curriculum Framework, Volume 1* and is presented here, with modifications, for easy reference.

Explain to students that they will be hearing from a guest speaker or panel to discuss considerations when planning for children with disabilities or special needs. Note that this is not intended as an in-depth exploration but as an introduction to some of the ways in which curriculum can be adapted to meet the needs of all children.

Ask the presenters to address the importance of including children with special needs in all activities and learning experiences related to health habits, safety, and nutrition. Provide the presenters with the information on universal design from page 14 of the *California Preschool Curriculum Framework, Volume 2*, and ask them to include examples of the three approaches: multiple means of representation, multiple means of engagement, and multiple means of expression. If students are not familiar with special education, ask the presenters to also give a brief overview that includes: a summary of the assessment and IEP process; how services are provided; and ways that the special education teachers, therapists, other specialists, and parents can work with teachers in preschool programs to figure out and/or provide the adaptations for a child with a disability or special need.

Ask the students to listen for examples of each of the three universal design approaches that the speaker or panelists describe to ensure all children's access to the curriculum regarding health habits, safety, and nutrition.



After the speakers have left, have the class reflect on the presentation by responding individually or through a class discussion to the following questions:

- What information from the presenter(s) caught your attention or stood out for you?
- What are you most confident about in supporting the development of children with disabilities in the health domain?
- What new or different perspectives do you have? How has this presentation been helpful?
- What do you want to keep in mind when you are planning ways to modify or adapt the learning environment and experiences for children with disabilities to ensure their access to all aspects of the health domain?

### **Subtopic 2: Individualizing**

#### **Getting it started**

Begin this subtopic by having a class discussion on the diversity of young children and families in California's preschool programs. Encourage any students who are currently working in early care and education programs to share some of the characteristics of children and families in their programs. Remind students to describe the children and families in general terms and not identify any specific child or parent.

Instructors may ask students to review the section titled "California's Preschool Children" on pages 3–5 of the *California Preschool Curriculum Framework, Volume 2* before or after the class discussion.

Also have students review the sixth overarching principle, "Individualization of learning includes all children," on page 8 of the *California Preschool Curriculum Framework, Volume 2*. Discuss with the students what is meant by each of the characteristics listed in this principle: ". . . temperament, family and cultural experiences, language experiences, personal strengths, interests, abilities, and dispositions . . ." Remind students that universal design is one way of supporting the needs of individual children. It is not something separate from individualizing.

#### **Keeping it going**

If students are not familiar with the interactions and strategies for the health domain, instructors may wish to do all or part of the active learning segments in Key Topic 3 from this unit to



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introduce the interactions and strategies in the health domain.

If students have already done some exploration of the interactions and strategies in the health domain, point out that some of them directly emphasize considering children's individual and family characteristics. For many, however, individualizing is implied. For example, in the hygiene substrand, the first interaction and strategy is to teach children how to wash their hands. As children enter preschool, some may have learned how to do it and are reminded appropriately at home, while for others it might not be a habit they have learned.

Let students know that they will review the rest of the interactions and strategies and identify those they feel also focus on individualizing the curriculum for children. Depending on the size of the class, instructors may ask the students to do this work in pairs or small groups. The list of interactions and strategies by strand and substrand in Key Topic 3 of this unit may help instructors decide how many pairs or groups and which strand or substrand(s) to assign to each grouping.

Also, Handouts 2, 3, and 4, included with this key topic, can be used by students to record their decisions about how each interaction and strategy might support individualization. Instructors could ask students to identify which strategies and interactions directly recommend individualizing. Students might also consider ways in which the other strategies and interactions could be individualized. For example, what considerations regarding temperament, family and cultural experiences, or interests should teachers be aware of with the strategy?

Remind students that they are not going to develop a comprehensive list in this exercise, but their lists should help them maintain awareness for the importance of these considerations for individualizing.

### **Putting it together**

Provide an opportunity for each group to share a few interactions and strategies from their lists.

Conclude the session by asking students to respond to these questions:

- What stands out for you from developing these lists?
- What was easy about identifying how interactions and strategies addressed individualizing curriculum for children? What was more challenging about creating your lists?



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- Do you think it would be more difficult for you to individualize the curriculum in one of the health strands or substrands more than the others? Which one and why?
- What is a first step you can take to find more resources or support in individualizing the curriculum for that strand or substrand?

### Online Options

**Subtopic 2:** Students could individually or in teams develop their lists of interactions and strategies that focus specifically on individualizing and post them online. Students could be assigned interactions and strategies from a specific strand or substrand to review. Students could also review the lists developed by the other students and then send responses to the instructors their individual responses to the discussion questions.

### Subtopic 3: Family Partnerships



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#### Getting it started

Begin this subtopic by asking students to review pages 7-8 of the *California Preschool Curriculum Framework, Volume 2* for the fifth overarching principle: “Family and community partnerships create meaningful connections.” Also refer to the section on pages 3-5 in the curriculum framework that describes the children in California preschools and their families. This could be a review if the students have already done Subtopic 2 of this key topic. Discuss some of the benefits for children, families, and teachers when strong partnerships are built between the school and home. Also ask students if there are some challenges in developing these partnerships and possible ways to address them.

#### Keeping it going

If students are familiar with the organizational structure of the chapter domains of the *California Preschool Curriculum Framework, Volume 2*, remind them of the suggestions for involving families at the end of each strand. If students have not reviewed these suggestions before, provide some time for them to do so.

Engage the class in a discussion about these suggestions by asking for examples of ways teachers can engage families and then for examples of suggestions that teachers can make to families. Encourage students who are working or have worked in preschool programs to share if they have already tried any of these suggestions.

**Taking it further**

Explain to students that they could now consider some of the diverse characteristics of families when using any of these suggestions. For example, one of the suggestions in the Safety strand on page 261 of the *California Preschool Curriculum Framework, Volume 2* addresses emergency preparedness: “Encourage families to plan and practice emergency drills for fires, earthquakes, floods, violent encounters, or other situations that could occur in their home or community.” Teachers might want to think about the kinds of homes and neighborhoods where the families live, what resources families have for gathering emergency supplies, what family and community supports and networks are available to families, families’ perceptions of and experiences with government agencies such as the police and fire departments, families’ access to and ability to understand emergency announcements, and families’ general understanding of preparing for emergency situations.

Ask students to form teams of two or three. Each team could pick a slip of paper that has one of the suggestions for engaging families and read it to the class. Handout 5, included with this key topic, provides a list of the suggestions that could be cut into strips. The team proceeds to identify considerations that should be reflected upon before using this suggestion with families. The team has one minute to come up with as many considerations as possible. The team gets a point for each consideration that it identifies. If the team cannot come up with any family considerations, one of the other teams can ask to try. This team then has one minute to come up with its considerations. If none of the other teams elect to try, have the next team choose a slip of paper.

Continue having teams take turns drawing the suggestions until all the suggestions have been done or a predetermined time limit has been reached.

**Putting it together**

Conclude the subtopic with a class discussion on the following questions:

- What considerations appeared most frequently?
- Which ones require learning specific information about the families related to their background and beliefs about health, safety, and nutrition practices in the home and community?
- Which ones seem especially important based on your experiences with families?



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- What are some concrete steps you would take as a teacher to find out about families' experiences, culture, beliefs, and interests relating to health, safety, and nutrition?

### Another approach

Instead of doing a game, students could work individually or in teams to prepare lists of considerations for each suggestion for engaging families.

There are 20 suggestions in the health domain, so instructors may want to assign to students specific suggestions for consideration. Ask

students to prepare enough copies of their lists for the entire class. Then ask the students review the lists prior to a class discussion of the "Putting it together" questions. Instructors could also have students respond individually to the discussion questions, recording their responses in a journal or submitting them for instructor review.

### Online Options

**Subtopic 3:** Students could prepare their lists of considerations for the family engagement suggestions out-of-class and post them online. Students could then review the other students' lists prior to a class discussion. Or the active learning steps described in "Another approach" could all be done online. Students would then have a resource tool to use in their current or future work with families.

## Reflection

Reflection questions are provided for each subtopic as suggestions for class discussion.

This second set of questions is more general and can be used for individual reflection here and with the other key topics.



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- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need to do this?
- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?



## Deeper Understanding



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Instructors could offer students a choice of which subtopic they wish to further explore. Ask students to identify two resources that will help them (1) ensure that children with disabilities are fully participating in the health curriculum, (2) develop additional strategies for individualizing the health curriculum, or (3) involve families in their children’s learning related to health habits, safety, and nutrition. Instructors may also suggest to students that they focus on one of the three strands.

A resource could be: a professional—such as a preschool teacher or an early childhood special educator, parent or other family member, Web site, organization, research article, or book. Remind students that the research highlights, endnotes, and bibliography of the *California Preschool Curriculum Framework, Volume 2* may be good starting points to investigate.

Also, students who are interested in learning more about universal design may want to review pages 319-322 of Appendix D in the *California Preschool Curriculum Framework, Volume 1*, “Resources for Teachers of Children with Disabilities or Other Special Needs.”

Ask students to write a short paper on each resource, summarizing the information they learned and how they can use this information in their work.



## Universal Design Strategies

| Page                         | Strand/Substrand                        | Type                        |
|------------------------------|---|-----------------------------|
| <b>Chapter introduction</b>  |   |                             |
| 229                          |   | Environments and materials  |
| 231                          |   | Environments and materials  |
| <b>Strand: Health Habits</b> |   |                             |
| 234                          | Substrand 1.0 Basic Hygiene             | Introduction                |
| 235-236                      | Substrand 1.0 Basic Hygiene             | Vignette                    |
| 237                          | Substrand 1.0 Basic Hygiene             | Interactions and Strategies |
| 239                          | Substrand 2.0 Oral Health               | Interactions and Strategies |
| 241                          | Substrand 3.0 Knowledge of Wellness     | Introduction                |
| 243                          | Substrand 3.0 Knowledge of Wellness     | Interactions and Strategies |
| 251                          | Engaging Families                       | Suggestion                  |
| <b>Strand: Safety</b>        |   |                             |
| 254                          | Substrand 1.0 Injury Prevention         | Introduction                |
| 255                          | Substrand 1.0 Injury Prevention         | Vignette                    |
| <b>Strand: Nutrition</b>     |   |                             |
| 262                          | Introduction                            | Research highlight          |
| 264                          | Substrand 1.0 Nutrition Knowledge       | Interactions and Strategies |
| 265                          | Substrand 1.0 Nutrition Knowledge       | Interactions and Strategies |
| 269                          | Substrand 2.0 Nutrition Choices         | Interactions and Strategies |
| 270                          | Substrand 2.0 Nutrition Choices         | Interactions and Strategies |
| 273                          | Substrand 3.0 Self-Regulation of Eating | Interactions and Strategies |



**Health Domain:** Key Topic 4 – Universal Design, Individualizing, and Family Partnerships  
**Handout 1 – Universal Design Strategies**



## Individualizing within the Health Habits Strand

**Health Domain:** Key Topic 4 – Universal Design, Individualizing, and Family Partnerships  
**Handout 2 – Individualizing within the Health Habits Strand**

| Interaction and Strategy   | Directly address individualizing | Considerations for individualizing |
|--|----------------------------------|------------------------------------|
| <b>Substrand: Basic Hygiene</b>  |                                  |                                    |
| Teach children how to wash hands.  |                                  |                                    |
| Model basic hygiene and disease-prevention actions throughout the day.   |                                  |                                    |
| Remind children about health practices throughout the day.               |                                  |                                    |
| Incorporate handwashing and other health practices in the daily routine. |                                  |                                    |
| Use visual aids to demonstrate invisible germs.                          |                                  |                                    |
| Reinforce learning with stories and music.                               |                                  |                                    |
| Observe individual children attentively.                                 |                                  |                                    |

|   |  |  |
|---|--|--|
| <b>Substrand: Oral Health</b>   |  |  |
| Practice toothbrushing skills.  |  |  |
| Include toothbrushing in the daily routine.                               |  |  |
| Integrate oral health and nutrition education through cooking activities. |  |  |
| Incorporate music.  |  |  |
| Build communication and vocabulary skills.                                |  |  |
| Encourage pretend play.   |  |  |

|   |  |  |
|---|--|--|
| <b>Substrand: Knowledge of Wellness</b>                                 |  |  |
| Encourage children to explore and accept differences.                   |  |  |
| Use correct terminology throughout the day.                             |  |  |
| Familiarize children with health helpers.                               |  |  |
| Establish special interest areas.                                       |  |  |
| Integrate health promotion with other domains.                          |  |  |
| Enhance children's knowledge and understanding through problem solving. |  |  |
| Model and share information each day.                                   |  |  |

|   |  |  |
|---|--|--|
| <b>Substrand: Sun Safety</b>                                      |  |  |
| Introduce vocabulary related to sun safety.                       |  |  |
| Integrate sun safety with emergency preparedness and safety.      |  |  |
| Encourage dramatic play.  |  |  |
| Integrate sun safety with other health topics.                    |  |  |
| Combine sun safety with other domains.                            |  |  |
| Encourage decision-making.  |  |  |
| Integrate sun safety into daily routines.                         |  |  |
| Promote sun safety everywhere, every day, all year long.          |  |  |
| Ensure that children have access to appropriate sun-safety items. |  |  |





## Individualizing within the Safety Strand

**Health Domain: Key Topic 4 – Universal Design, Individualizing, and Family Partnerships**  
**Handout 3 – Individualizing within the Safety Strand**

| Interaction and Strategy  | Directly address individualizing | Considerations for individualizing |
|---|----------------------------------|------------------------------------|
| <b>Substrand: Injury Prevention</b>   |                                  |                                    |
| Incorporate safety activities into the daily routine.                       |                                  |                                    |
| Involve children in creating rules.   |                                  |                                    |
| Provide coaching and gentle reminders to help children follow safety rules. |                                  |                                    |
| Promote independence while developing other skills.                         |                                  |                                    |
| Provide time for children to practice individual skills.                    |                                  |                                    |
| Introduce concepts and behaviors in simple steps.                           |                                  |                                    |
| Role-play safety helpers.   |                                  |                                    |
| Practice problem solving.   |                                  |                                    |
| Introduce safety signs.   |                                  |                                    |
| Incorporate music.  |                                  |                                    |



## Individualizing within the Nutrition Strand

| Interaction and Strategy   | Directly address individualizing | Considerations for individualizing |
|--|----------------------------------|------------------------------------|
| <b>Substrand: Nutrition Knowledge</b>  |                                  |                                    |
| Introduce many different foods.  |                                  |                                    |
| Recognize and accommodate differences in eating habits and food choices.     |                                  |                                    |
| Provide opportunities and encouragement in food exploration.                 |                                  |                                    |
| Integrate nutrition with other areas of learning through cooking activities. |                                  |                                    |
| Show children where food is produced.  |                                  |                                    |
| Establish special interest areas.  |                                  |                                    |
| Integrate nutrition education with basic hygiene education.                  |                                  |                                    |
| <b>Substrand: Nutrition Choices</b>  |                                  |                                    |
| Model and coach children's behavior.   |                                  |                                    |
| Encourage children to share information about family meals.                  |                                  |                                    |
| Encourage role playing.  |                                  |                                    |
| Serve meals and snacks family-style.   |                                  |                                    |

**Health Domain:** Key Topic 4 – Universal Design, Individualizing, and Family Partnerships  
**Handout 3 – Individualizing within the Safety Strand**



| Interaction and Strategy   | Directly address individualizing | Considerations for individualizing |
|--|----------------------------------|------------------------------------|
| <b>Substrand: Nutrition Choices - Continued</b>                    |                                  |                                    |
| Encourage tasting and decision making.                             |                                  |                                    |
| Integrate nutrition education with other learning areas.           |                                  |                                    |
| Provide choices for children                                       |                                  |                                    |
| <b>Substrand: Self-Regulation of Eating</b>                        |                                  |                                    |
| Offer a variety of nutritious, appetizing foods in small portions. |                                  |                                    |
| Encourage children to chew their food well and eat slowly.         |                                  |                                    |
| Teach children to recognize signs of hunger.                       |                                  |                                    |
| Discuss how the body uses food.                                    |                                  |                                    |
| Reinforce learning throughout the day.                             |                                  |                                    |
| Integrate eating with language and socialization.                  |                                  |                                    |



## Family Partnerships Handout

Teachers can use the following strategy to help families develop their children's health habits: Provide families with concise, accurate information about ways to promote and develop good health habits in children; information should be presented in English and the families' home languages. Capture their interest by addressing topics related to their children's age and development, as well as topics related to common health risks for children, such as childhood obesity, asthma, and dental caries . . . Provide written informational materials that are brief and easy to read.

Teachers can use the following strategy to help families develop their children's health habits: Provide individualized information, as well as general health information, to all families through daily contact, workshops, and parent meetings. All information should be presented in English and the families' home languages.

Teachers can use the following strategy to help families develop their children's health habits: Show family members what the children are learning by sending home samples of work, encouraging families to visit the preschool and observe children in action, and sharing children's portfolios during home visits. Reinforce children's learning about health habits through take-home activities, lending libraries of read-aloud books in the languages of the families in the group, and displays of children's work.

Teachers can use the following strategy to help families develop their children's health habits: As you introduce health routines (e.g., handwashing, toothbrushing), invite family members to participate and model. Encourage families to contribute ideas or materials to interest areas that reflect diverse health habits at home.

Teachers can use the following strategy to help families develop their children's health habits: Identify community resources related to health habits (e.g., handwashing, toothbrushing) and invite community personnel to participate in and bring resources to family workshops or parent meetings. Emphasize the role of home and family members in helping children to develop health habits, and inform all parents of the availability of free and low-cost community resources.

Teachers can use the following strategy to help families develop their children's health habits: Be sensitive to and respectful of different values or beliefs, as well as varying levels of access to health products and services. Gather information on available and accessible resources in the community, including those for children with special needs, and provide this information to all families, translated into their home languages.

Share written and visual safety messages with families through newsletters, brochures, bulletin boards, Web pages, and take-home activities in the home languages of the families in the program.

Provide safety information through workshops and during parent meetings; include information on a variety of topics, especially those that involve higher risk in specific communities, such as water safety, gun safety, or lead poisoning.

During family conferences, find out what messages family members would like teachers to reinforce at school. Safety rules and supervision may differ at home. It is important not to judge differences; parents, family members, and adult caregivers know best the needs and abilities of their child in that environment. During home visits, offer to help families identify potential hazards in their family environment and ways to reduce possible injury.

Post emergency plans on family bulletin boards and provide families with a written copy of the preschool program's emergency plan.

Encourage families to plan and practice emergency drills for fires, earthquakes, floods, violent encounters, or other situations that could occur in their home or community. Provide families with resources to develop a home evacuation plan and drill.

Invite family members to attend the preschool or to serve as guest speakers as children learn about people who can help in emergency situations.

Provide families with weekly or monthly meal and snack menus in their home languages. Recognize that families have the most information about the food preferences, serving styles, and restrictions in eating habits of their children.

Offer workshops and information on nutritious and economical meals based on the families' cultural, ethnic, and personal food preferences. Encourage parents to use available community resources on how to plan meals.

Provide lists of foods or simple recipes for a variety of foods that are high in nutrients; are low in fat, salt, or sugar; and look and taste great. Include foods that reflect cultural preferences and that are locally accessible.

Encourage families to involve children in food preparation through take-home activities. Provide large recipe cards; allow children to decorate cards if desired. Recipes calling for two or three ingredients that families are likely to have on hand will be helpful; include ingredient substitutions if appropriate.

Invite families to share their favorite family recipes.

Gather information on accessible nutrition resources in the community and provide this information to all families. Check with local planning councils, schools, and community agencies regarding initiatives on childhood obesity, food insecurity, and other nutrition issues.

Invite family members to visit the classroom and encourage them to sit with children during mealtime and participate in or lead nutrition-related activities. Provide opportunities for families to participate in meal planning in the preschool, especially suggesting menu items or meal-service routines relate to the family home culture.

Provide information to all families on nutrition, child growth and development, nutrition risk factors (e.g., childhood obesity, diabetes), and community resources. Encourage families to ask questions or provide information about their children's eating habits or nutritional concerns.