

diversity of English learners. Intentional teaching requires an ongoing awareness of the home-language development of each child as described in the English-language development foundations as well as the English learner's ability to use English in activities suggested in the other chapters.

Universal Design for Learning

The guidance in this preschool curriculum framework applies to all young children in California, including children with disabilities or other special needs. In some cases, preschool children with disabilities or other special needs demonstrate their developmental progress in diverse ways. Recognizing that children follow different pathways to learning, this framework incorporates a concept known as *universal design* for learning.

Universal design provides for multiple means of representation, multiple means of engagement, and multiple means of expression.²⁴ *Multiple means of representation* refers to providing information in a variety of ways so the learning needs of all children are met. For example, it is important to speak clearly to children with auditory disabilities while also presenting information visually such as with objects and pictures. *Multiple means of expression* refers to allowing children to use alternative ways to communicate or demonstrate what they know or what they are feeling. For example, when a teacher seeks a verbal response, a child may respond in any language, including American Sign Language. A child with special needs who cannot speak may also respond by pointing, by gazing, by gesturing, by using a picture system of communication, or by any other form of

alternative or augmented communication system. *Multiple means of engagement* refers to providing choices in the setting or program that facilitate learning by building on children's interests. The information in this curriculum framework has been worded to incorporate multiple means of representation, expression, and engagement.

Although this curriculum framework presents some ways of adapting or modifying an activity or approach, it cannot offer all possible variations to ensure that a curriculum meets the needs of a particular child. Of course, the first and best source of information about any child is the family. Additionally, there are several resources available to support inclusive practice for young children with disabilities or other special needs. The resources, Web sites, and books listed in Appendix D are recommended for teachers' use.

Curriculum Planning

Curriculum planning to support children as active meaning makers

Preschool children possess an amazing capacity to organize vast amounts of information. When we watch a preschooler alone in play, in play with friends, or engaged in a conversation, we see an active mind making meaning.

Preschool children experience the world and build knowledge in an integrated manner, during simple moments of play and interaction with objects and with other people. They constantly gather information and strive to make sense of it. Their minds take in words, numbers, feelings, and the actions and reactions of people, creatures, and objects and integrate new information into an increas-