

Blended Practices

for Teaching Young
Children in Inclusive Settings



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Child	Literacy	Fine Motor	Social	Communication	Math	Adaptive
Benjamin	Uses rhyming skills		Takes turns with others		Counts three objects	Threads and zips zipper
Tara	Blends single sounds and syllables		Greets familiar peers	Uses words to inform and request	Recognizes printed numerals	Uses toilet paper, flushes toilet, washes hands
Chante	Sounds out words	Copies first name		Varies voice to impart meaning		
Anna	Reads words by sight	Prints first name	Plays cooperatively	Responds to topic initiations	Counts at least 20 objects	Eats a variety of food textures
Garrett	Sounds out words			Uses sentences to describe past events and pretend objects/events		Prepares and serves food
Halle	Identifies letter names		Participates in group activities		Counts at least 20 objects	Eats a variety of food textures
Zachary	Blends single sounds and syllables	Writes using three-finger grasp		Uses words to inform and request		Puts on front-opening garment
Lauren		Prints pseudo-letters	Shares or exchanges objects	Uses words to inform and request	Labels printed numerals up to 10	
José	Reads words by sight		Claims and defends possessions	Uses conversational rules		Prepares and serves food

Figure 5.14. A matrix for organizing multiple children’s targeted behaviors across developmental and content areas.

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