

## Individualizing for Children Guidance - Preschool

### Purpose

This explains how teachers utilize knowledge about each child's developmental levels, abilities and skills so they can individualize goals and plans for each child served all PSES Early Learning classrooms and Family Child Care homes.

### Guidance

Teachers and Family Child Care Providers need to plan a curriculum that is comprehensive and provides activities that are meaningful, relevant and promote widely held expectations for the current group of children. The curriculum must also be individualized for children by using child observation and assessment data. The experiences, materials, activities and instructions must be planned with each child's individual goals in mind. Planning is ongoing and regular. The following documents provide information that is to be used for individualized planning in PSES Early Learning classrooms/programs:

### Enrollment forms

Individualizing begins with the family. Site staff gather information about the child and family during the enrollment process. Using the Child Enrollment Form, teachers collect information from each family about their child. This information is used to individualize the environment, instruction, and planned lessons beginning on the child's first day of class.

### Developmental Screening

The ASQ Developmental Screening (ASQ) is completed by the family with the teacher's or family care provider's assistance. This screening is completed within the first 45 days of the child's enrollment to identify current developmental levels and to identify any concerns about a child's development. Developmental screenings provide important information about the child's developmental status for parents and staff. The ASQ screening, along with other information shared by parents at enrollment, provides teachers with information to incorporate into appropriate individualized planning.

### Behavioral Screening

The Devereux Early Childhood Assessment (DECA) behavioral screening is initially completed with family input and then further clarified by the teacher. This screening is completed within 45 days of a child's entry into the program. It offers guidance to the parent and teacher to include in planning for each child's social and emotional growth.

### Teaching Strategies GOLD Assessment

Teaching Strategies GOLD is used to document ongoing assessment of the child's growth and development. Collecting and documenting regular, descriptive observations of each child in the classroom gives teachers and family care providers the assessment information they need to plan individualized learning opportunities and to complete the quarterly Checkpoints. Observations focus on all areas of development and will support the child's individual goals, and identify strengths and areas of need. Teachers discuss children's ongoing learning and development with families during quarterly home visits or conferences and set Individual School Readiness Goals for each child with the family. These goals and "next steps" are documented on the Individual School Readiness Goals Form.

### **Teaching Strategies GOLDPlus Weekly Planning**

Teachers' weekly lesson plans in GOLDPlus document curricular opportunities for the whole class but also must include individualized planning for each child, documented through the "Individual Child Planning" feature. This allows teachers to document and track planned curriculum that supports the unique strengths, needs, and interests of each child.

At the beginning of the year teachers should take into account data from the child's ASQ and DECA results as well as the Child Enrollment Form and Initial School Readiness Goal Form. Teachers should also take into consideration if a child is a Dual Language Learner (DLL) or has special needs. For DLLs, individualization should include ways to support the child's Language development. For children with an IEP, these goals should be reflected through individualization. As the year progresses, teachers should use each child's Individual School Readiness Goals Summary Form as part of the individualizing process and as a reference when planning weekly curriculum and learning opportunities for the class. Activities need to be planned for all areas of the classroom and daily schedule, including large and small group, free choice, meals, outdoor time, and transitions.

### **Related Documents**

*Child Enrollment Form – Preschool*

*Initial School Readiness Goal Form (in ERSEA)*

*Initial School Readiness Goal Procedure (in ERSEA)*

*Required Screenings Procedure*

*Developmental Screening Procedure*

*Required Behavioral Screening Procedure*

*Behavioral Screening Procedure*

*Ongoing Child Assessment — Procedure*

*Engaging Families in Ongoing Child Assessment — Guidance*

*Supporting Dual Language Learners in the Classroom Guidance*

*Assessing Dual Language Learners in Teaching Strategies GOLD Procedure*

*Individual School Readiness Goals Form*

*Individual School Readiness Goals Summary Form*

*Curriculum Planning Procedure – Preschool*

### **Resources**

Approach to School Readiness

[http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/ohsapproach-to-school-readiness\\_complete.pdf](http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/ohsapproach-to-school-readiness_complete.pdf)

Individualizing

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Individualization>

ASQ (Ages and Stages Questionnaire) [www.agesandstages.com](http://www.agesandstages.com)

DECA (Devereaux Early Childhood Assessment) [www.edeca2.org](http://www.edeca2.org)

Teaching Strategies GOLD <https://gold.teachingstrategies.com/login.cfm>

Creative Curriculum for Preschool

Creative Curriculum for Family Child Care