

# Individualizing for Children Procedure

## Purpose

This document describes the steps to individualize for the children in classrooms and how to use the Teaching Strategies GOLDPlus system to document individualization.

## Procedure

What	How
Collect information on child using enrollment forms	Teachers review the enrollment documents and use the information to individualize the environment, instruction and lessons beginning with the child’s first day of class. This includes information about individual child goals ( <i>Initial School Readiness Goals Form</i> ), ASQ results and home language survey.
Children on IEPs	If a child is on an <i>Individual Education Plan</i> (IEP), the goals and objectives should be considered to inform individualized planning.
Dual Language Learners (DLL)	If a child is a Dual Language Learner, language learning support should be considered to inform individualized planning.
Ongoing/weekly lesson planning using GOLDPlus	<p>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 so that each child has access to the planned activities and receives any necessary scaffolding to be successful. Individualization could be for behavior, language, or learning support and may include modifications, accommodations, or enrichment.</p> <p>Teachers access the Individual Child Planning feature while in the “Week” View of GOLDPlus.</p> <ul style="list-style-type: none"> <li>• Click the “Add Activity” button near the top left (pencil icon with +)</li> <li>• Select the day(s) that this individualization strategy will be used by clicking on the dates. Once selected the date will turn dark gray.</li> <li>• Click the blue “Next” on the top right</li> <li>• Select the “Custom Activity” button on left</li> <li>• Type in name of individualization strategy, if this is the first time using it, and the time of day you will be using it (e.g. Proximity – Large Group or Support joining play – Centers or Visual photos – Read Aloud). <i>Once added to the activity library, strategies can be accessed by clicking on the “Activity Library” tab, near the bottom of the page</i></li> <li>• Select “Individual Child Plan” from the Activity Type drop down menu on the right</li> <li>• Type in specifics if desired in the “What You Do” section (optional)</li> <li>• Expand the “Add Children” tab to select children this will support</li> <li>• Expand the Objectives and Dimensions section to select applicable objectives and dimensions that the individualization strategy supports (optional)</li> <li>• Select additional days of the week to apply this strategy to if desired (optional)</li> <li>• Check the “Add to Library” to be able to save and access this individualization strategy in the future.</li> </ul>

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What	How
	<ul style="list-style-type: none"> <li>Click the orange “Add to Plan” button on the bottom right to add to plan and save</li> <li>Repeat process for each individualization strategy</li> </ul>
Environmental accommodations and changes	Accommodations in the environment, in specific activities and/or materials are noted as strategies for individualization.
Set up conferences	The first family conference provides additional information and clarification about the child’s development and learning to use in individualizing instruction. The first conference must be completed within 90 days of the child’s first day of class or by November 30th. Make every effort to meet with the family in their home. ECEAP Performance Standards require teachers to have 3 hours of contact with each family over the school year.
Enter and finalize checkpoints by Nov 15, Feb 15, May 15, Aug 15	After checkpoints are entered and finalized, GOLD generates the <i>Development and Learning Report</i> that suggests goals for the child. Use this to prepare for goal setting with families.
Set goals with families quarterly	After sharing the <i>Development and Learning Report</i> with families teachers should discuss needs and strategies for individualizing based on the identified goals. This is an opportunity to share information about the child’s strengths and areas for growth, and accommodations/ strategies for success.

### Related Documents

*Child Enrollment Form – Preschool*

*Initial School Readiness Goal Form (in ERSEA)*

*Supporting Dual Language Learners in the Classroom Guidance*

*Inclusion of Children with Disabilities and Developmental Delays Guidance*

*Supporting Social-Emotional and Behavioral Needs Procedure*

*Curriculum Planning Procedure – Preschool*

*Parent Teacher Conferences and Home Visits Procedure*

*Individual School Readiness Goals Form*

*Individual School Readiness Goals Summary Form*

### 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>