



Child Individualization 0-5

POLICY / APPROACH

Southern Oregon Head Start and Early Head Start will ensure individualization for each child enrolled in the program based on documented child observations, parent input collected at home visits and screenings, portfolio materials, and ongoing assessment data. The Individual Child Profile and Development and Learning Report in my Teaching Strategies Gold will be referenced as teachers/specialists and families meet and create next steps for children on the Family Conference Form and include specific activities to implement at home and school, that are included in lesson planning.

Policy Council Approval 6/17/2014

Board Approval 6/19/2014

HEAD START PROGRAM PERFORMANCE STANDARDS:

1302.31 Teaching and the Learning Environment

(a) Teaching and the learning environment. A center-based and family child care program must ensure teachers and other relevant staff provide responsive care, effective teaching, and an organized learning environment that promotes healthy development and children's skill growth aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five, including for children with disabilities.

(b) (ii) Focus on promoting growth in the developmental progressions described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five by aligning with and using the Framework and the curricula as described in §1302.32 to direct planning of organized activities, schedules, lesson plans, and the implementation of high-quality early learning experiences that are responsive to and build upon each child's individual pattern of development and learning;

(b) (iii) Integrate child assessment data in individual and group planning;

1302.33 Child Screenings and Assessments (b) Assessment for individualization.

Approach:

(1) A program must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provide ongoing information to evaluate the child's developmental level and progress in outcomes aligned to the goals described in

the *Head Start Early Learning Child Outcomes Framework: Ages Birth to Five*. Such assessments must result in usable information for teachers, home visitors, and parents and be conducted with sufficient frequency to allow for individualization within the program year.

(2) A program must regularly use information from paragraph (b)(1) of this section along with informal teacher observations and additional information from family and staff, as relevant, to determine a child's strengths and needs, inform and adjust strategies to better support individualized learning and improve teaching practices in center-based and family child care settings, and improve home visit strategies in home-based models.

Procedure:

1. Activities for the class include individualized planning for focal children:
 - a. Head Start- 2 focal children each day. Individualized activities will be documented on the lesson plan and include strategies specific to the child. Observations should focus on the focal children (child A & child B) daily.
 - b. EHS- All children will be individually planned for each week. Individualized activities will be documented on the lesson plan and include strategies specific to the child. Observations should focus on the Identified children daily.
 - c. Home-Based programs- will develop individualized activities and curriculum for each family, each visit. (See HBHV Policy and Procedure)
2. Children with guidance plans, and IFSP goals must be planned for on an individual basis as well as documented on the lesson plan.
3. Activities for the class will also include parent/family input collected during Home Visits, Conferences, on-going communication between parent/family and center staff, and child screenings and assessments.
4. The noted Individual Child Planning section on the lesson plan will include all 8 focal children each week for Head Start, and all children each week for Early Head Start.
5. The Individual Child Planning sections on the lesson plan in MTS (Focal Child, Child Guidance, and IFSP sections) will include the child's name, TS Gold/ELOF Domain/Objectives (School Readiness Goals), and strategies or activity.
 - a. Head Start/EHS PD/Duration in center -There will be **three planned activities** to show how you are individualizing for the child. Each goal will relate to an activity on the lesson plan. Activities must take place on the **same day** as the child appears on the Individual Child Planning Form. Update focal child dates on the form weekly.
 - b. EHS-Toddler-combo - There will be **one-two planned activities** to show how you are individualizing for the child. Each goal will relate to an activity on the lesson plan. Those activities must take place on the **same day** as the child appears on the Individual Child Planning Form. Update focal child dates on the form weekly.

- c. Home-based – please see *Home-Based EHS Education Procedure* **or** *Home-Based HS Education Procedure*
 - d. Children on an IFSP- will have their goals documented in the Individual Child Planning section with a title: “IFSP- child name” children located on the lesson plan each week. Update focal child dates on the Individual Child Planning Form weekly. (For confidentiality reasons-do not include this portion in the printed version posted in classroom)
 - i. See *Goal Tracking Sheet Policy and Procedure*.
 - e. Children on Behavioral Guidance Plans- will have their goals documented in the Individual Child Planning section of the lesson plan (titled: “Guidance Plan or GP-Child’s name) on the lesson plan each week. Update focal child dates on the Individual Child Planning Form weekly (For confidentiality reasons-do not include this portion in the printed version posted in classroom)
6. Teachers and Specialists will use the Individual Child Report, and the Development and Learning report in Teaching Strategies Gold to inform individualization planning. The Education Department staff assigned to the center can assist in accessing reports and data in TS Gold to plan for individual children as well as the classroom.
7. After IHV, conferences and IFSP meetings all children’s goals will be added to the 0-5 Individual Child Planning form and added to the planning/debrief binder for reference during Ed Planning.