

Child Individualization 0-5

Policy:

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 SmartTeach will be referenced as teachers and families meet and create next steps for children on the Report Card and include specific activities to implement at home and school, that are included in lesson planning.

Head Start Program Performance Standards:

1302.31 Teaching and the Learning Environment

(a) Teaching and the learning environment.

(b) (1) (i) Effective Teaching Practices: Teaching Practices must: Emphasize nurturing and responsive practices, interactions and environment.

(b) (1)(ii) Focus on promoting growth in the developmental progressions described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five.

(b) (1) (iii) Integrate child assessment data in individual and group planning.

(b) (1) (iv) Include developmentally appropriate learning experiences ...focused toward achieving progress outlined in ELOF.

1302.31 (2) For Dual Language Learners a program must recognize bilingualism and biliteracy as a strength.

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

1302.35 Education in home-based programs (2) Planned using information from ongoing assessments that individualize learning experiences.

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 childcare settings, and improve home visit strategies in home-based models.

Procedure:

1. Activities within the classroom will include the 3 goals developed **with the family** during Home Visits, Conferences, and on-going family communication. As well as child screenings and assessments, Guidance Plans and Individual Family Service Plans.
2. Activities within the classroom 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. Teaching staff should enter approx. 5 observations per focal child per day.
 - 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 EHS Procedure](#) and [HBHV HS Procedure](#))
 - d. **Children with Guidance Plans and IFSP** goals must be planned individually and documented on the lesson plan.
3. 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.
4. The Individual Child Planning sections on the lesson plan in SmartTeach (Focal Child, Child Guidance, and IFSP sections) will include the child's name, SmartTeach/ELOF Domain/Objectives (School Readiness Goals), and strategies or activity.
 - a. There will be **three intentionally planned activities, utilizing the individual child's goals.** Each goal will relate to an activity on the lesson plan, and activities must take place on the same day noted on the lesson plan.
 - b. **Every Friday, during Ed Planning time,** teachers will update the Individual Child Planning Form with focal child dates.

- 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 of the lesson plan weekly with a title: “IFSP- child name”. (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 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. (For confidentiality reasons-do not include this portion in the printed version posted in classroom)
5. Teachers will use the **Individual Child Profile Report**, and the **Development and Learning Report** in SmartTeach to inform individualized planning. The Education Department staff assigned to the center can assist in accessing reports and data in SmartTeach to plan for individual children as well as the classroom.
6. After IHV, family 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 weekly Ed Planning.