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.

Head Start Performance Standard:

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.

(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, children with guidance plans, and IFSP goals.

2. 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.

3. The Individual Child Planning Form will include 8 focal children each week for Head Start, and 4-5 focal children for Early Head Start.

4. 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 you in accessing reports and data in TS Gold to plan for individual children as well as the classroom.

5. The Individual Child Planning sections (Focus Child, Child Guidance, and IFSP sections on lesson plans) will include the child’s name, the date of individual activities, School Readiness Goal Focus Domains, TS Gold/ELOF Objectives, and strategies or activity.

6. 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. Those activities must take place on the same day as the child appears on the Individual Child Planning Form.

7. Children on an IFSP will have their goals documented in the section for IFSP children located on the lesson plan each week.

8. Children on Behavioral Guidance Plans will have their goals documented in the section for Child Guidance plans on the lesson plan each week.

9. Case notes are made in the electronic database system to document that individualized planning occurred for the child, including the date:
   - Focus Children are documented in the Electronic database system, each week.
• Child Guidance plans and updates are documented in the Electronic database system, one time per month and must include parent/family input.
• IFSP goals and progress is documented on Goal tracking forms weekly, and submitted to the family's case manager each month. IFSP team meetings are documented in the electronic database system as the meetings are scheduled and occur.