

Title: Preschool SPED Age 4

Individualized Curriculum and Programming Project: – Curriculum Mapping

This assignment aligns with the Ohio Early Learning and Development Standards. To ensure consistent practice, many of the goals will be reinforced through routines and play-based learning centers. This repetitive approach is essential for skill development and mastery. Most of the activities will be repeated every day.

Legend

Early Learning and Development Standards

AL= Approaches to Learning

CO= Cognitive Development

CR = Creative Development

LL = Language and Literacy

MA= Mathematics

PW = Physical Development and Wellness

SC = Science

SE = Social and Emotional Development

SS = Social Studies

These routines will be part of each day. Specific goals will be worked on in the play environment within the context of these routines and structure

Arrival/Departure Arrival: Children take off their coats and shoes. Put their belongings away. Children say goodbye to their parents. Departure: Children gather belongings and greet their parents.

Standards: AL/1b: Responds to simple directives or requests. Follows a one-step direction independently. SE/2a: Manages actions and emotional expressions. SE/4a: Responds differently to familiar and unfamiliar adults. Initiates interactions with familiar adults and seeks close proximity to familiar adults. Separates from familiar adults in a familiar setting with minimal distress. SS/1c: participates in simple routines. SS. Develops ability to take care of materials in the environment.

Lunch: Each child sits and manages feeding himself according to developmental level. We engage in talk about healthy eating and whatever is of interest to the children.

Standards: PW/1c: Takes and chews small bites/pieces of finger food, Coordinates sipping, chewing and swallowing. LL/1b: Engages in back and forth interactions with caregiver, Demonstrates interest in new vocabulary and uses new words. PW/2c Consumes healthy food and develops healthy eating habits.

Fine Motor activity: Each child chooses between playdough, puzzles, building activity or any fine motor activity.

Standards: AL/1a: -Repeats a new activity many times to gain confidence and skill. PW/1b: Coordinates hands and eyes to use hand or hands in a specific way, to reach for and hold steady objects, and to move objects. Accomplishes a variety of tasks or actions with the coordinated use of arms, hands, and fingers. Performs tasks requiring precise movements by coordination the use of hands, fingers, and wrists to manipulate objects and tools.

Center activities/Free play: Children play together with various toys engaging in cooperative play, being creative and being imaginative. Younger children engage in cause and effect toys. All explore their environment.

Standards: AL/1b: Attends surroundings, Shows excitement when introduced to new and unfamiliar experiences, Gathers new information and explores new play and tasks with adult encouragement, AL 1c. Exhibits interest in people and things in the surrounding environment. CO/2a: Explores real objects, people and actions. Uses objects for their intended purposes. Uses objects and materials in new and unconventional ways to represent something else. Engages in increasingly complex and sequenced pretend play. CO/4a: Begins to modify actions or behaviors when shifting focus or adjusting to a new activity.

Large Motor Activities: Children throw and catch a ball, they throw a ball into a basket, they use stepping stones, crawl through a tunnel, swing, slide, climb, jump and engage in various large motor activities.

Standards: PW/1a Develops competency in a variety of locomotor and non-locomotor skills. PW/1d uses senses to guide movement and interactions with objects and other people.

Circle Time: Sing nursery rhymes and fun songs, Days of the week (Addams family tune) (ABCs, Who let the letters out (use the video so the children are seeing the letters also), Counting song (Video-Dr. Hartman count to 20 and work out) We name colors and shapes

Standards: CO/2a: Identifies a variety of symbols and their meanings, Uses symbols to represent thinking or ideas. CD?1b: Responds to a variety of sounds. Attempts to move the body or make music sounds to match varied tempos. Creates vocal and/or rhythmic patterns with increasing complexity. LL/2a: Imitates and uses single words, uses spoken words with meaning in phrases, Recognize individual words that make up a spoken sentence. Blends and segments syllables in spoken words. LL/3b: Develops knowledge of the alphabet.

Story Time: Read to the children and ask questions to engage the children. I encourage retelling of favorite parts and sharing any predictions and connections the children may have to the story.

Standards: LL/1e Develops comprehension of read aloud texts. LL/c. Develops an understanding of rhyme. print awareness. LL 3a Develops knowledge of print organization. LL/4 Emergent writing.

Week	Theme	Communication/Expressive	Communication/Receptive	Gross Motor	Adaptive	Social/emotional:	Fine and Visual Motor	Resources	Assessment	Integration Possibilities
1	Beginning of school Kissing hand theme	<p>LL/1b: Engages in back and forth interactions with caregiver, Demonstrates interest in new vocabulary and uses new words.</p> <p>LL/2a: Imitates and uses single words, uses spoken words with meaning in phrases, Recognize individual words that make up a spoken sentence. Blends and segments syllables in spoken words.</p> <p>LL/3b: Develops knowledge of the alphabet.</p> <p>Introduce PECS by modeling</p>	<p>LL/1b: Engages in back and forth interactions with caregiver, Demonstrates interest in new vocabulary and uses new words.</p> <p>LL/2a: Imitates and uses single words, uses spoken words with meaning in phrases, Recognize individual words that make up a spoken sentence. Blends and segments syllables in spoken words.</p> <p>LL/3b: Develops knowledge of the alphabet.</p> <p>Give a tour of the classroom naming the objects and encouraging the student to also.</p>	<p>PW/1a Develops competency in a variety of locomotor and non-locomotor skills. PW/1d uses senses to guide movement and interactions with objects and other people. PE, S,</p> <p>Outdoor play using the playground equipment</p>	<p>AL/1b: Responds to simple directives or requests. Follows a one-step direction</p> <p>SS. Develops ability to take care of materials in the environment.</p> <p>Practice these routines and classroom procedures. Gradually increase the number of commands and fade prompts as progress monitoring shows he is gaining independence</p> <p>Arrival: Help the student locate his nametag, hang up his coat and backpack,</p>	<p>SE/2a: Manages actions and emotional expressions. SE/4a: Responds differently to familiar and unfamiliar adults. Initiates interactions with familiar adults and seeks close proximity to familiar adults. Separates from familiar adults in a familiar setting with minimal distress.</p> <p>Managing emotions through daily routines.</p> <p>Arrival: Assist the student in separating from his family at the beginning of the day. Use</p>	<p>PW/1b: Coordinates hands and eyes to use hand or hands in a specific way, to reach for and hold steady objects, and to move objects. Accomplishes a variety of tasks or actions with the coordinated use of arms, hands, and fingers. Performs tasks requiring precise movements by coordination the use of hands, fingers, and wrists to manipulate objects</p> <p>Coloring page: The Kissing Hand</p> <p>Playdough</p>	<p>Book "The Kissing Hand" by Audrey Penn</p> <p>Morning song Play video Hello song by the Singing Walrus https://youtu.be/gghDRJVxFxU?si=Wc_VGIh_j7QhOk94</p>	<p>Use informal assessment/a anecdotal notes.</p> <p>Use the checklists to monitor The student's progress.</p> <p>Keep work samples for the student's portfolio.</p>	<p>Speech Therapy assistance for PECS use.</p>

					<p>and wash his hands.</p> <p>Snack: Guide the student through the routine of washing hands, sitting, eating, pushing his chair in, throwing away trash, and waiting patiently. Use positive reinforcement and gentle reminders.</p> <p>Circle Time: Encourage the student to sit on the carpet, maintain focus on the teacher, and keep his body to himself. Use visual cues and gentle redirection if needed.</p> <p>Centers: Introduce new</p>	<p>positive reinforcement and distraction techniques to minimize emotional outbursts.</p> <p>Free play/Centers : Encourage the student to interact positively with peers during free play and center time. Model appropriate social behaviors, such as sharing and taking turns. Use simple commands like "no" and "stop" to redirect inappropriate behavior, and help the student</p>				
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					<p>commands like "Give me the toy" during center time. Observe the student's ability to follow directions in different settings.</p>	<p>manage his emotions. Transitions: Use a visual timer and a first-then board to help the student understand and prepare for transitions. Emphasize the importance of cleaning up before snack time.</p>				
2	All about me	Place milk and juice in front of the student. Ask, "Do you want milk or juice?" Show him corresponding pictures. When he chooses, reinforce his selection with the	Play a game with the student where I'll name a body part, and he'll point to it.	Stepping stone walking activity	Model and practice these adaptive skills in all daily routines Once the student demonstrates mastery following one step directions go to two steps then three steps.	<p>Understanding emotions Read a book about emotions with the student. After reading, ask him, "How do you feel today?" Provide him with a picture</p>	<p>Stringing large beads</p> <p>Tracing straight lines</p>	<p>Song on video Head, Shoulders, Knees, and Toes.</p> <p>Books on emotions</p>	<p>Use informal assessment/a anecdotal notes.</p> <p>Use the checklists to monitor the student's progress.</p> <p>Keep work samples for the student's portfolio.</p>	<p>Speech Therapy assistance to aid with communication needs.</p> <p>OT to help with fine motor activities.</p> <p>PT assistance with gross</p>

		phrase, 'You want (drink name).' Model the action of drinking from the chosen beverage. If he hesitates, gently guide his hand towards one option. If he protests, try the other option, saying, 'student wants (other drink name).'			Reinforce following directions consistently in all environments .	chart of different emotions and let him point to the one that best represents his current feelings.				motor activities.
3	My family	Continue with modeling using two choices PECS	Show pictures of the student's family encouraging him to name his family members.	Walking a balance beam with support.	Model and practice these adaptive skills in all daily routines Once the student demonstrates mastery following one step directions go to two steps then three steps. Reinforce following	Teach calm down strategies Introduce the concept of deep breathing to the student using the "blow out the candles" technique. Read a social story that	Build with legos. trace circles.	Books: My Family by Anne Gutman Love You Forever by Robert Munsch	Use informal assessment/a neccdotal notes. Use the checklists to monitor the student's progress. Keep work samples for the student's portfolio.	Speech Therapy assistance to aid with communicati on needs. OT to help with fine motor activities. PT assistance with gross motor activities.

					directions consistently in all environments	illustrates appropriate play behaviors. Model appropriate play in the playhouse center, emphasizing sharing, taking turns, and kind interactions.				
4	transportation	Throughout daily routines, model asking for wants and needs verbally. Encourage the student to imitate your behavior by waiting patiently for	Show the student pictures of 2 different animals and a car prompt him to point to the car.	Walking an obstacle course.	Model and practice these adaptive skills in all daily routines Once the student demonstrates mastery following one step directions go to two steps then three	Continue to practice managing emotions through daily routines. Take the collected data and compare to the	Introduce Scissors Trace squares	Books: The Little Engine That Could by Watty Piper Wheels on the Bus by Raffi Cars and Trucks and Things That Go by	Analyze the data collected to see if any instructional change is needed.	

		him to initiate a request, either verbally, using his PECS, or through gestures.			steps. Reinforce following directions consistently in all environments .	student's baseline data to determine if progress is as expected.		Richard Scarry Planes by Richard Scarry		
5	Apples	The student receives direct speech therapy. I will reinforce his communication skills by modeling verbal requests, PECS use, and gestures. I will patiently wait for the student to initiate communication, providing positive reinforcement for each attempt.	Pull objects from a bin modeling naming the objects then encourage the student to do the same.	Walking a balance beam with support.	Model and practice these adaptive skills in all daily routines Once the student demonstrates mastery following one step directions go to two steps then three steps. Reinforce following directions consistently in all environments .	Continue to practice playing appropriately, transitioning, and accepting "no"	Cut straight lines. Trace triangles.	Books: Ten Apples Up on Top! by Dr. Seuss The Apple Tree by Zoe Hall	Use informal assessment/aecdotal notes. Use the checklists to monitor the student's progress. Keep work samples for the student's portfolio.	Speech Therapy assistance to aid with communication needs. OT to help with fine motor activities. PT assistance with gross motor activities.
6	5 senses	The student receives direct speech therapy, I will reinforce his communication skills by	Put pictures of common objects in the sensory bin. Have the student pull	Walk and jump from one sticker to the next.	Model and practice these adaptive skills in all daily routines Once the		Lacing cards. Trace Rectangles.	Book: My Five Senses by Alike	Use informal assessment/aecdotal notes.	Speech Therapy assistance to aid with communication needs.

		modeling verbal requests, PECS use, and gestures. I will patiently wait for the student to initiate communication, providing positive reinforcement for each attempt.	them out and model naming them.		student demonstrates mastery following one step directions go to two steps then three steps. Reinforce following directions consistently in all environments.				Use the checklists to monitor the student's progress. Keep work samples for the student's portfolio.	OT to help with fine motor activities. PT assistance with gross motor activities.
7	pumpkins	The student receives direct speech therapy, I will reinforce his communication skills by modeling verbal requests, PECS use, and gestures. I will patiently wait for the student to initiate communication, providing positive reinforcement for each attempt.	Demonstrate actions and ask the student to imitate: "Let's clap our hands.	Balance on the balance beam.	Model and practice these adaptive skills in all daily routines Once the student demonstrates mastery following one step directions go to two steps then three steps. Reinforce following directions consistently in all environments.	Practice understanding emotions.	Draw a face on the pumpkin. Cut straight lines.	Books: The Runaway Pumpkin by Kevin Henkes The Little Old Lady Who Was Not Afraid of Anything by Linda Williams The Pumpkin Patch by Gail Gibbons	Use informal assessment/aecdotal notes. Use the checklists to monitor the student's progress. Keep work samples for the student's portfolio.	Speech Therapy assistance to aid with communication needs. OT to help with fine motor activities. PT assistance with gross motor activities.

8	Clothes	The student receives direct speech therapy, I will reinforce his communication skills by modeling verbal requests, PECS use, and gestures. I will patiently wait for the student to initiate communication, providing positive reinforcement for each attempt.	Play alongside the student naming objects.	Stepping stone walking activity	Model and practice these adaptive skills in all daily routines Once the student demonstrates mastery following one step directions go to two steps then three steps. Reinforce following directions consistently in all environments	Read a social story that reinforces accepting “no”	Practice using glue. Glue clothes on a cut out of a bear.	Books: The Mitten by Jan Brett The Hat Shop by Seuss What Do You Wear? by Allan Ahlberg	Use informal assessment/aecdotal notes. Use the checklists to monitor the student’s progress. Keep work samples for the student’s portfolio.	Speech Therapy assistance to aid with communication needs. OT to help with fine motor activities. PT assistance with gross motor activities.
9	Snowman	The student receives direct speech therapy, I will reinforce his communication skills by modeling verbal requests, PECS use, and gestures. I will patiently wait for the student to initiate communication, providing	Continue naming objects with the student encouraging him to do the same.	Balance on the balance beam taking two steps forward one foot in front of the other while holding on to a support.	Model and practice these adaptive skills in all daily routines Once the student demonstrates mastery following one step directions go to two steps then three steps. Reinforce	Create a snowman with interchangeable faces representing various emotions. Ask the student to identify his current feeling and select the	Cut circles for a snowman.	Books: The Snowy Day by Ezra Jack Keats The Biggest Snowman Ever by Steven Kroll	Analyze the data collected to see if any instructional change is needed.	Speech Therapy assistance to aid with communication needs. OT to help with fine motor activities. PT assistance with gross motor activities.

		positive reinforcement for each attempt.			following directions consistently in all environments	corresponding face to place on the snowman.				
10	Farm animals	The student receives direct speech therapy, I will reinforce his communication skills by modeling verbal requests, PECS use, and gestures. I will patiently wait for the student to initiate communication, providing positive reinforcement for each attempt.	Demonstrate actions and ask the student to imitate: "Let's clap our hands.	Balance on the balance beam taking two steps forward one foot in front of the other while holding on to a support.	Model and practice these adaptive skills in all daily routines Once the student demonstrates mastery following one step directions go to two steps then three steps. Reinforce following directions consistently in all environments	Designate a specific area in the classroom as a calm-down corner. Equip it with calming tools like fidget toys, books, or sensory items. Encourage the student to use this space whenever he feels overwhelmed or upset.	Practice using tweezers to pick up cotton balls.	Books: Old MacDonald Had a Farm Barnyard Dance! by Sandra Boynton The Countryside by Jill Barklem	Use informal assessment/aecdotal notes. Use the checklists to monitor the student's progress. Keep work samples for	Speech Therapy assistance to aid with communication needs. OT to help with fine motor activities. PT assistance with gross motor activities.
11	Pets	The student receives direct speech therapy, I will reinforce his communication skills by modeling verbal requests,	Pull objects from a bin modeling naming the objects then encourage the student to do the same.	Walk and jump from one sticker to the next.	Model and practice these adaptive skills in all daily routines Once the student demonstrates mastery	Continue to practice managing emotions and accepting "no" and "stop" and	Practice drawing vertical and horizontal lines independently.	Books: My Puppy by Anne Gutman Clifford the Big Red Dog by Norman	Use informal assessment/aecdotal notes. Use the checklists to monitor the	Speech Therapy assistance to aid with communication needs. OT to help with fine

		PECS use, and gestures. I will patiently wait for the student to initiate communication, providing positive reinforcement for each attempt.			following one step directions go to two steps then three steps. Reinforce following directions consistently in all environments.	any undesired command through daily routines.		Bridwell	student's progress. Keep work samples for	motor activities. PT assistance with gross motor activities.
12	Jungle animals	The student receives direct speech therapy, I will reinforce his communication skills by modeling verbal requests, PECS use, and gestures. I will patiently wait for the student to initiate communication, providing positive reinforcement for each attempt.	Demonstrate actions and ask the student to imitate: "Let's clap our hands."	Balance on the balance beam taking three steps forward one foot in front of the other while holding on to a support.	Model and practice these adaptive skills in all daily routines. Once the student demonstrates mastery following one step directions go to two steps then three steps. Reinforce following directions consistently in all environments.	Continue to practice managing emotions and accepting "no" and "stop" and any undesired command through daily routines.	Practice buttoning and zipping clothes.	Books: Jungle Jamboree by Ruth Brown Curious George Goes to the Jungle by H.A. Rey	Use informal assessment/anecdotal notes. Use the checklists to monitor the student's progress. Keep work samples for	Speech Therapy assistance to aid with communication needs. OT to help with fine motor activities. PT assistance with gross motor activities.
13	hibernating animals	The student receives	Continue naming	Balance on the balance	Model and practice these	Continue to practice	Practice drawing a	Books: Little Bear's	Use informal assessment/a	Speech Therapy

		direct speech therapy, I will reinforce his communication skills by modeling verbal requests, PECS use, and gestures. I will patiently wait for the student to initiate communication, providing positive reinforcement for each attempt.	objects with the student encouraging him to do the same.	beam.	adaptive skills in all daily routines Once the student demonstrates mastery following one step directions go to two steps then three steps. Reinforce following directions consistently in all environments	managing emotions and accepting “no” and “stop” and any undesired command through daily routines.	circle hand over hand.	Winter Nap by Else Holmelund Minarik The Sleeping Bear by Jane Yolen Groundhog's Day by Gail Gibbons	necdotal notes. Use the checklists to monitor the student's progress. Keep work samples for	assistance to aid with communication needs. OT to help with fine motor activities. PT assistance with gross motor activities.
14	Grocery store	The student receives direct speech therapy, I will reinforce his communication skills by modeling verbal requests, PECS use, and gestures. I will patiently wait for the student to initiate communication, providing positive reinforcement	Pull objects from a bin modeling naming the objects then encourage the student to do the same.	Balance on the balance beam taking two steps forward one foot in front of the other while holding on to a support.	Model and practice these adaptive skills in all daily routines Once the student demonstrates mastery following one step directions go to two steps then three steps. Reinforce following directions	Model appropriate social behaviors, such as sharing and taking turns. Use simple commands like "no" and "stop" to redirect inappropriate behavior, and help the student	Practice drawing a Rectangle hand over hand.	Books: The Berenstain Bears Go Shopping by Stan and Jan Berenstain:	Use informal assessment/aecdotal notes. Use the checklists to monitor the student's progress. Keep work samples for	Speech Therapy assistance to aid with communication needs. OT to help with fine motor activities. PT assistance with gross motor activities.

		t for each attempt.			consistently in all environments	manage his emotions.				
15	insects	The student receives direct speech therapy, I will reinforce his communication skills by modeling verbal requests, PECS use, and gestures. I will patiently wait for the student to initiate communication, providing positive reinforcement for each attempt.	Put pictures of common objects in the sensory bin. Have the student pull them out and model naming them.	Walk on stepping stones.	Model and practice these adaptive skills in all daily routines Once the student demonstrates mastery following one step directions go to two steps then three steps. Reinforce following directions consistently in all environments	Model appropriate social behaviors, such as sharing and taking turns. Use simple commands like "no" and "stop" to redirect inappropriate behavior, and help the student manage his emotions.	Practice drawing an oval hand over hand.	Books: The Honeybee by Kirsten Hall The Grouchy Ladybug by Eric Carle	Analyze the data to see if instructional changes are needed.	Speech Therapy assistance to aid with communication needs. OT to help with fine motor activities. PT assistance with gross motor activities.
16	Trees	The student receives direct speech therapy, I will reinforce his communication skills by modeling verbal requests, PECS use, and gestures. I will	Continue naming objects with the student encouraging him to do the same.	Walk and jump from one sticker to the next.	Model and practice these adaptive skills in all daily routines Once the student demonstrates mastery following one step	Model appropriate social behaviors, such as sharing and taking turns. Use simple commands like "no" and	Practice drawing a triangle hand over hand.	Books: The Giving Tree by Shel Silverstein The Biggest Tree in the World by Steve Jenkins	Use informal assessment/a anecdotal notes. Use the checklists to monitor the student's progress.	Speech Therapy assistance to aid with communication needs. OT to help with fine motor activities.

		patiently wait for the student to initiate communication, providing positive reinforcement for each attempt.			directions go to two steps then three steps. Reinforce following directions consistently in all environments	"stop" to redirect inappropriate behavior, and help the student manage his emotions.			Keep work samples for	PT assistance with gross motor activities.
17	Community helpers-police	The student receives direct speech therapy, I will reinforce his communication skills by modeling verbal requests, PECS use, and gestures. I will patiently wait for the student to initiate communication, providing positive reinforcement for each attempt.	Give the student 3 objects, Ask the student to give me one object when I ask him to hand it to me.	Balance on the balance beam taking two steps forward one foot in front of the other while holding on to a support.	Model and practice these adaptive skills in all daily routines Once the student demonstrates mastery following one step directions go to two steps then three steps. Reinforce following directions consistently in all environments		Practice drawing a square hand over hand.	Books: My Police Officer by Alike The Berenstain Bears Visit the Police Station	Use informal assessment/ anecdotal notes. Use the checklists to monitor the student's progress. Keep work samples for	Speech Therapy assistance to aid with communication needs. OT to help with fine motor activities. PT assistance with gross motor activities.
18	Community helpers-fireman	the student receives direct speech	Pull objects from a bin modeling naming the	Stepping stone walking activity	Model and practice these adaptive skills in all	Model appropriate social behaviors,	practice cutting shapes.	Books: Little Fire Truck by Loren Long	Use informal assessment/ anecdotal notes.	Speech Therapy assistance to aid with

		therapy, I will reinforce his communication skills by modeling verbal requests, PECS use, and gestures. I will patiently wait for the student to initiate communication, providing positive reinforcement for each attempt.	objects then encourage the student to do the same.		daily routines Once the student demonstrates mastery following one step directions go to two steps then three steps. Reinforce following directions consistently in all environments.	such as sharing and taking turns. Use simple commands like "no" and "stop" to redirect inappropriate behavior, and help the student manage his emotions.		The Biggest Fire Engine in the World by Richard Scarry The Fire Cat by Esther Averill	Use the checklists to monitor the student's progress. Keep work samples for	communication needs. OT to help with fine motor activities. PT assistance with gross motor activities.
19	Community helpers-health care	the student receives direct speech therapy, I will reinforce his communication skills by modeling verbal requests, PECS use, and gestures. I will patiently wait for the student to initiate communication, providing positive reinforcement for each attempt.	Continue naming objects with the student encouraging him to do the same.	Balance on the balance beam taking two steps forward one foot in front of the other without support.	Model and practice these adaptive skills in all daily routines Once the student demonstrates mastery following one step directions go to two steps then three steps. Reinforce following directions consistently in all	Model appropriate social behaviors, such as sharing and taking turns. Use simple commands like "no" and "stop" to redirect inappropriate behavior, and help the student manage his	Glue shapes to paper to create art.	The Doctor Bag by Alik The Busy World of a Nurse by Rhonda Gowler Greene The Berenstain Bears Visit the Doctor The Doctor Will See You Now by Eric Carle	Use informal assessment/anecdotal notes. Use the checklists to monitor the student's progress. Keep work samples for	Speech Therapy assistance to aid with communication needs. OT to help with fine motor activities. PT assistance with gross motor activities.

					environments	emotions.				
20	Butterflies	the student receives direct speech therapy, I will reinforce his communication skills by modeling verbal requests, PECS use, and gestures. I will patiently wait for the student to initiate communication, providing positive reinforcement for each attempt.	Put pictures of common objects in the sensory bin. Have the student pull them out and model naming them.	Balance on the balance beam taking two steps forward one foot in front of the other without support.	Model and practice these adaptive skills in all daily routines Once the student demonstrates mastery following one step directions go to two steps then three steps. Reinforce following directions consistently in all environments	Model appropriate social behaviors, such as sharing and taking turns. Use simple commands like "no" and "stop" to redirect inappropriate behavior, and help the student manage his emotions.	Practice making a square using playdough.	Books: The Very Hungry Caterpillar by Eric Carle The Butterfly Alphabet Book by Jerry Pallotta The Life Cycle of a Butterfly by Gail Gibbons	Analyze the data to see if instructional changes are needed.	Speech Therapy assistance to aid with communication needs. OT to help with fine motor activities. PT assistance with gross motor activities.
21	Reduce, Reuse, Recycle	the student receives direct speech therapy, I will reinforce his communication skills by modeling verbal requests, PECS use, and gestures. I will patiently wait for Danny to	Give the student 3 objects, Ask Danny to give me one object when I ask him to hand it to me.	Balance on the balance beam taking three steps forward one foot in front of the other without support.	Model and practice these adaptive skills in all daily routines Once the student demonstrates mastery following one step directions go to two steps	Model appropriate social behaviors, such as sharing and taking turns. Use simple commands like "no" and "stop" to	Practice drawing a square independently.	Books: Reduce, Reuse, Recycle by Mike Venezia:		Speech Therapy assistance to aid with communication needs. OT to help with fine motor activities.

		initiate communication, providing positive reinforcement for each attempt.			then three steps. Reinforce following directions consistently in all environments	redirect inappropriate behavior, and help the student manage his emotions.				PT assistance with gross motor activities.
22	Kites	the student receives direct speech therapy, I will reinforce his communication skills by modeling verbal requests, PECS use, and gestures. I will patiently wait for the student to initiate communication, providing positive reinforcement for each attempt.		Balance on the balance beam taking three steps forward one foot in front of the other without support.	Model and practice these adaptive skills in all daily routines Once the student demonstrates mastery following one step directions go to two steps then three steps. Reinforce following directions consistently in all environments	Model appropriate social behaviors, such as sharing and taking turns. Use simple commands like "no" and "stop" to redirect inappropriate behavior, and help the student manage his emotions.	Practice drawing a circle independently.	Books: Kite Day by Ruth Krauss: The Kite by Arnold Lobel	Use informal assessment/aecdotal notes. Use the checklists to monitor the student's progress. Keep work samples for	Speech Therapy assistance to aid with communication needs. OT to help with fine motor activities. PT assistance with gross motor activities.
23	Insects	Danny receives direct speech therapy, I will reinforce his communication	Read books and ask Danny to point to details in the book.	Walk independently across stepping stones.	Model and practice these adaptive skills in all daily routines Once Danny	Model appropriate social behaviors, such as	Practice drawing a square independently..	Books: The Honeybee by Kirsten Hall	Use informal assessment/aecdotal notes.	Speech Therapy assistance to aid with communication needs.

		n skills by modeling verbal requests, PECS use, and gestures. I will patiently wait for the student to initiate communication, providing positive reinforcement for each attempt.			demonstrates mastery following one step directions go to two steps then three steps. Reinforce following directions consistently in all environments .	sharing and taking turns. Use simple commands like "no" and "stop" to redirect inappropriate behavior, and help the student manage his emotions.		The Grouchy Ladybug by Eric Carle	Use the checklists to monitor the student's progress. Keep work samples for	OT to help with fine motor activities. PT assistance with gross motor activities.
24	Gardening	The student receives direct speech therapy, I will reinforce his communication skills by modeling verbal requests, PECS use, and gestures. I will patiently wait for the student to initiate communication, providing positive reinforcement for each attempt.	Read books and ask the student to point to details in the book.	Walk 5 steps on the balance beam while holding the teacher's hand.	Model and practice these adaptive skills in all daily routines Once the student demonstrates mastery following one step directions go to two steps then three steps. Reinforce following directions consistently in all environments .	Model appropriate social behaviors, such as sharing and taking turns. Use simple commands like "no" and "stop" to redirect inappropriate behavior, and help the student manage his emotions.	Practice drawing a triangle independently..	Books: The Little Red Hen by Paul Galdone Books: The Carrot Seed" by Ruth Krauss The Tiny Seed by Eric Carle	Use informal assessment/a anecdotal notes. Use the checklists to monitor the student's progress. Keep work samples for	Speech Therapy assistance to aid with communication needs. OT to help with fine motor activities. PT assistance with gross motor activities.

[illegible]

EARLY CHILDHOOD EDUCATION PROJECT APPROACH PLAN

Age of Students: 3-5 years

Topic: Clothes

Core Objective/s :

1. **Identify and Describe Diverse Clothing:** Children will be able to identify and describe a variety of clothing items, moving beyond basic names to discuss their purpose and characteristics (e.g., "This is a raincoat; it keeps us dry when it rains").
2. **Recognize the Functions of Clothing:** Children will be able to explain the different reasons people wear specific types of clothing (e.g., for warmth, for work, for special occasions, for protection).
3. **Develop Awareness of Cultural Significance:** Children will begin to recognize that clothing can hold cultural meaning and be associated with specific traditions, celebrations, or groups within their own families and the wider world.
4. **Foster Empathy and Understanding of Social Roles:** Children will develop an understanding that different people wear specific clothing related to their jobs or roles in the community, promoting respect for various professions and societal functions.

	Discussion	Field Work	Representation	Investigation	Display
Phase I: Beginning a Project	Web question: What do you know about clothes? What kinds of clothes do you wear? Why do we wear clothes? Do different people wear different kinds of clothes? What are some of your favorite clothes and why? I will engage children's prior knowledge by initiating a whole-group discussion about clothing by asking open-ended questions. I will encourage the children to share their experience and knowledge of clothing. I will value all contributions and	Activity: Closet Exploration. This activity takes place at home with family involvement. I will send home a questionnaire to serve as a guide as the students explore their own closets and family traditions related to clothing. Families are asked to discuss special clothing worn in their households and if possible, share stories and pictures.	Activity: After the initial brainstorming the students will draw their favorite clothing and if they are able tell something about it. I will ask the students if they would tell me about their picture and if the students allow I will label their drawings for them. If some are advanced they may label their own drawings. Activity: After the closet exploration the students will tell the class about the special clothing that is in their families closets.	Activity: Mystery bag of clothes. I will prepare a bag of diverse clothing items. (e.g., a work glove, a scarf, a baby's sock, a hat, a shoe.) Allow children to take turns feeling the items inside the bag without looking. Ask them to describe what they feel and who might wear the item and why. After feeling, reveal the item and discuss it.	Create an Initial clothing ideas chart for display. Create a simple chart to display the children's ideas and observations about clothing. Display any photos of special clothing that parents send from home.

create a web on chart paper to display in the classroom.

**Phase II:
Developing
the Project**

Guided discussion topics: Activity: Center based discussions. Facilitate small group discussions within each learning center. For example, in the dramatic play area, ask “what job are you pretending to have?” What clothes do you need for that job? Why? In the book and photo library discuss “What clothing are people wearing in these pictures?” “Are they the same as what we wear every day?” “Why might they be different” In the sensory bin, ask “How does this fabric feel?” “What kind of clothing might be made from this?” Activity: Guest speaker question and answer. After a guest speaker shares their experiences with specialized clothing, facilitate a question and answer session. Encourage children to ask questions about the speaker’s attire, its purpose, and any cultural significance.	Experts/Surveys/ Home Connections Activity: Guest Speaker Demonstrations: Invite guest speakers who wear specialized clothing to share information about their clothes and the reasons behind their clothing choices. Prioritize inviting family members of the students as guest speakers, as this can create a stronger connection for the children. The selection of guest speakers should ideally be informed by the interests demonstrated by the students during phase 1. Potential guest speakers could include individuals such as firefighters, nurses, dancers, athletes, or anyone whose clothing serves a specific purpose related to their job, hobby, or cultural background. During their visit, encourage the speakers to show and explain why they wear the clothes that they do.	Center Activities: Centers: Writing & Art Area will feature pictures of people wearing various clothing choices to offer ideas for students to create their own art. There will be supplies such as various pieces of fabric, various paper, writing supplies, glue, and scissors for children to create pictures. Block area they might build a “fashion show runway” or a clothing store” The sensory bin will contain various types of fabric for the children to experience. The library will have various books on clothing and pictures. The Dramatic play area will have different types of clothing for the students to wear for dress-up. Create simple matching activities where children pair pictures of clothing with pictures of people who wear them (e.g., a chef’s hat with a chef, a ballet slipper with a dancer). This reinforces the connection between clothing and roles.	Book list: 1) Who Wears What? By Teaching Strategies. 2) Clothesline Clues to Jobs People do. By Kathryn Helping and Deborah Hembrook. 3) The Wonderful World of Clothes. by Emma Damon. 4) Where did my Clothes Come From? By Lucia Gaggiotti. 5) Clothes Around the World. By Clare Lewis. 6) All Kinds of Clothes. By Pam Holden.	After each guest speaker visits, create a small display featuring what was learned during the visit. Continue to add family contributions (photos and stories) and relevant images from books to the classroom walls. Organize them thematically (e.g., work clothes, special occasion clothes, clothes from different cultures. etc.)
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Phase III:

Concluding the Project

Describe the planned concluding activity/celebration: In small groups encourage a discussion of the various clothing items that will be showcased in the “clothing Fashion Show” Guide children in collaboratively creating descriptions for each garment, focusing on who wears it and why (linking back to the learning from Phase 2) Encourage them to use descriptive vocabulary. Write the descriptions that the children give on poster board along with a picture of the clothing item described.

The children are to practice telling about their clothing items while they model the clothing item. For the younger and non verbal students, I will read a description of the clothing as the student wears the item. Parents are encouraged to volunteer for this and Parents are all invited to attend the fashion show.

Students will reflect on what they have learned throughout the project. The students will put together their clothing for the fashion show.

To assess the students' learning the students will put together a book of various clothing. Students will work in groups to create the book. The students will also demonstrate their understanding by showcasing different types of clothing and presenting it to an audience.

Before the fashion show the children will create simple drawings representing their chosen “runway look,” including the garment and a visual representation of who might wear it or the context in which it is worn. The students will collaboratively create a class book about the “Exploring Clothes” project. The book will contain their drawings of their runway look, A photo of them dressed for the fashion show and any special pictures that the parents have sent. There will also be a video recording of the entire fashion show and the video will be given to all the families of the children.

Adapted from *The Project Approach: A Second Practical Guide for Teachers* by Sylvia Chard.

My "Exploring Clothes" project plan for preschool children aged 3-5 is deeply rooted in the principles of developmentally appropriate practice (DAP), as articulated by the National Association for the Education of Young Children (NAEYC). The 2020 NAEYC position statement emphasizes "methods of teaching that promote each child's optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning" (NAEYC, 2022, pp. xxx). This project aligns with this definition by fostering active engagement through a relevant and tangible topic – clothing – and by encouraging exploration through play-based activities within the learning centers. The inherent interest children have in their own clothes and the clothes of others serves as a powerful intrinsic motivator. Play-based learning, which incorporates playful, child-directed elements alongside adult guidance and scaffolding, has demonstrated positive effects on young children's reading and math skills (Pyle & Danniels, 2016). Teaching Strategies (2024) confirms that skills such as communication, problem-solving, and perseverance flourish in a play-based learning environment. As children collaborate on projects, they develop both independence and interdependence, learning to share ideas, listen to others, negotiate solutions, and cope with setbacks, fostering emotional intelligence and crucial social skills.

Furthermore, this project plan embraces the Project Approach (Chard, S. C., 2001) and (Snider, K., 2017), a pedagogical framework that research has shown to be highly effective in fostering motivation and in-depth learning. The student-led nature of the investigations, driven by the initial web question and the children's own inquiries, empowers them as active participants in their learning journey. This aligns with constructivist learning theories, such as Vygotsky's social constructivism (Bodrova & Leong, 2007), where knowledge is built through active engagement with the environment and social interaction. The project's emphasis on research through books, expert interactions (guest speakers), and firsthand investigations (closet exploration, mystery bag) directly supports the development of knowledge, which, as highlighted by Student Achievement Partners (2021), is crucial for reading comprehension and overall academic growth.

A critical aspect of this project plan is its intentional integration of diversity and equity. By actively seeking family involvement to explore cultural traditions related to clothing and by including diverse representations of clothing (traditional, adaptive, etc.), the project aims to foster understanding and acceptance among the children. This directly addresses the principles outlined in NAEYC's "Advancing Equity in Early Childhood Education" position statement (NAEYC, 2019a). Recognizing and valuing the diverse backgrounds of all learners, as emphasized by The IRIS Center (2025), is essential for creating an inclusive and equitable classroom environment where every child feels seen and respected.

The three-phase structure of the project systematically builds upon the children's initial understanding. Phase I, "Beginning a Project," focuses on activating prior knowledge and sparking curiosity, laying the groundwork for deeper investigation. Phase II, "Developing the Project," provides rich opportunities for hands-on exploration, guided inquiry, and interaction with knowledgeable others, aligning with Vygotsky's concept of the Zone of Proximal Development (ZPD), where learning is facilitated through scaffolding and social interaction (Bodrova & Leong, 2007). The learning centers cater to various learning styles, ensuring all children can engage with the topic in meaningful ways. Phase III, "Concluding the Project," allows children to synthesize their learning and represent their understanding through a culminating "Clothing Fashion Show" and the creation of a class book. This provides opportunities for self-expression, communication, and a tangible demonstration of their acquired knowledge.

The active involvement of families, as promoted through the "Closet Exploration" activity and the invitation to the fashion show, is another key strength of this project. Epstein et al. (2019) underscore the significant impact of school, family, and community partnerships on children's learning and development. By creating these connections, the project extends learning beyond the classroom walls and reinforces its relevance in the children's home lives.

Assessment within the "Exploring Clothes" project is designed to be ongoing, multifaceted, and aligned with the project's objectives, reflecting the principles of authentic assessment advocated by Bredekamp and Joseph (2024). Formative assessment will be embedded throughout each phase. During Phase I, observations of children's contributions to the web question, their drawings of favorite clothing, and their sharing during "Closet Exploration" will provide insights into their initial understanding and vocabulary. In Phase II, teachers will observe children's engagement and language use during center-based discussions, their questions for guest speakers, and their participation in hands-on activities. These observations, documented through anecdotal notes and checklists, will inform instructional adjustments and provide feedback to students. The culminating "Clothing Fashion Show" in Phase III serves as a summative performance task, where children's ability to describe their chosen garments, explain their function, and articulate connections to roles or contexts will be evaluated. The collaboratively created class book and individual "runway look" drawings will also serve as artifacts demonstrating their learning. Furthermore, the final activity of creating a book of various clothing will provide a more direct measure of their understanding of different clothing items and their associated contexts. Throughout the project, emphasis will be placed on assessing not just factual recall but also children's developing communication skills, collaborative abilities, and their capacity to make connections between clothing and the wider world.

Unit plan on Sorting (5 Lessons)

LESSON 1

Subject/Topic: Matching (Identical Fall Items)	Grade Level: Preschool 3-5 years (special needs)
Lesson Structure or Grouping: Whole Class Small Group X 1:1 ☐ Other (specify):	Learning Segment Goal: The student will develop the ability to classify and sort objects by one or more attributes (color, size, shape, etc.) with increasing independence across five lessons.
Resources and Materials: Pairs of identical, high-contrast, tactile fall objects (e.g., two small plastic leaves, two red plastic apples, two brown acorns). Two matching cards/mats. Data sheet/clipboard.	Technology Connection: N/A

STANDARDS

State: Ohio Early Learning and Development Standards: Math: 3.b. Develops the ability to sort. Matches two objects that are the same and selects similar objects from a group. Sorts objects into two or more groups by their similarities or differences. Sorts and classifies objects by one or more attributes (e.g., color, size, shape). National: N/A
Objective: Given two identical fall objects (e.g., two small plastic leaves) and a visual model, the student will match the two objects with 100% accuracy across five trials.

COMMUNICATION SKILLS

Receptive/Expressive Communication Skill: Following a simple verbal command ("Match!" or "Find the same one."). Communication Supports: Physical Prompt: Hand-over-hand guidance for the first trial if needed, fading to a gestural prompt (pointing). Essential Vocabulary: Match, Same.

INSTRUCTION

Direct Instruction/Modeling:

<p>I will show one leaf and say, "Look, a leaf! We need to find its match." I will model placing the second identical leaf next to the first one, saying, "Match! They are the same." I will verbally label the leaf and have the students repeat "leaf" "match"</p>
<p>Guided Practice: I will place a red leaf on the mat. I will present a choice of two objects, one identical red leaf and one brown acorn. I will prompt, "Find the one that matches this one." I will provide immediate verbal praise for a correct match ("Yes! You found the matching red leaf!").</p>
<p>Independent Practice: The student will complete five trials using five different pairs of fall items, choosing the matching item from a field of two dissimilar items, with no more than one gestural prompt per trial. Example: I will place five objects in front of the child (e.g., a red leaf target, an identical red leaf match, an apple, a pumpkin, and an acorn). I will ask the student to find the match to the target item. This procedure is repeated for each trial using a different target item to match.</p>
<p>Closure: I will have the student assist me in putting the five matching pairs of objects back into the storage basket, counting the pairs as they go ("One match, two matches...").</p>
<p style="text-align: center;">CONNECTION TO RESEARCH</p>
<p>Research Base (Theory): Behaviorism / Direct Instruction: Emphasizes clear modeling, repetitive practice, and immediate positive reinforcement to establish a foundational skill (identical matching). Research Application to Lesson: The lesson uses Discrete Trial Training (DTT) principles with a low field of choice (2) and a high criterion (100% accuracy) to ensure the prerequisite skill of matching identity is mastered before introducing variables like color or size. APA research citation: Lovaas, O. I. (1987). Behavioral treatment and normal educational and intellectual functioning in young autistic children. <i>Journal of Consulting and Clinical Psychology</i>, 55(1), 3–9.</p>
<p style="text-align: center;">DIFFERENTIATION</p>
<p>Planned Supports to Foster Self-management/Self-monitoring of Progress, or Maintenance and Generalization of Skills: The student can keep their favorite matching pair of items at the end of the lesson to increase motivation and aid maintenance. To promote generalization into functional routines, I will use the language of sorting/matching during clean-up (e.g., "Put this red block with the other red blocks"). The items used are tangible, highly motivating, and relate to "things we see outside." Challenging Above-Average Students: Increase the field of choice from two to four dissimilar items, requiring greater visual discrimination. Facilitating a Classroom Environment that Supports Student Learning: The classroom environment is maintained as a neat, organized, and predictable space where similar items are consistently stored together (e.g., blocks with blocks, red items in a red bin). Matching materials are also available in the independent work center for daily review. Extension: Match identical picture cards instead of 3D objects to transition to abstract visual concepts.</p>
<p style="text-align: center;">ASSESSMENT</p>
<p>Diagnostic/Pre-Assessment: Observation during free play to confirm the student can visually attend to an object for 5 seconds and notice the difference between two objects. Formative Assessment:</p>

Continuous observation during Guided Practice to determine if the student is matching the objects correctly. Feedback is immediate and specific, such as, "Yes! they match!" This data guides whether to continue with less prompting or provide more support.

Summative Assessment:

I will use a plus (+) or minus (-) on the data sheet for each of the five practice trials during the Guided Practice.

LESSON 2

Subject/Topic: Matching (Identical Fall Items)

Grade Level: Preschool 3-5 years (special needs)

Lesson Structure or Grouping:

Whole Class Small Group X 1:1 ☐ Other
(specify):

Learning Segment Goal:

The student will develop the ability to classify and sort objects by one or more attributes (color, size, shape, etc.) with increasing independence across five lessons.

Resources and Materials:

Pairs of identical, high-contrast, tactile fall objects (e.g., two small plastic leaves, two red plastic apples, two brown acorns). Two matching cards/mats. Data sheet/clipboard.

Technology Connection:

N/A

STANDARDS

State: Ohio Early Learning and Development Standards: Math: 3.b. Develops the ability to sort. Matches two objects that are the same and selects similar objects from a group. Sorts objects into two or more groups by their similarities or differences. Sorts and classifies objects by one or more attributes (e.g., color, size, shape).

National: N/A

Objective: Given two identical fall objects (e.g., two small plastic leaves) and a visual model, the student will match the two objects with 100% accuracy across five trials.

COMMUNICATION SKILLS

Receptive/Expressive Communication Skill:

Discriminating between color labels ("Green," "Yellow") to determine the correct placement.

Communication Supports:

Visual Cue: High-contrast bins and leaves serve as a constant visual prompt.

Verbal Cue: Teacher repeats the sorting rule ("Find the **green** spot") before each trial.

Essential Vocabulary: Green, Yellow, Sort, Pile.

INSTRUCTION

Direct Instruction/Modeling:

I will hold up the green basket, labeling it: "This is the Green basket." Then I will hold up the yellow basket: "This is the Yellow basket." I will model placing 3 leaves one-by-one, verbalizing the rule: "Green leaf, green basket! Yellow leaf, yellow basket!"

Guided Practice:

The student sorts the next 5 leaves. If the student hesitates for 5 seconds or reaches for the wrong basket, I will provide a least-intrusive verbal prompt: "What color is that leaf? Where does the yellow go?" I will provide immediate specific praise for correct placements ("Great job putting the green leaf in the green basket!").

Independent Practice:

The student will sort the remaining 5 leaves without prompting, receiving no more than one gestural cue (pointing to the correct basket) if an error occurs. I will track which color was chosen and if it matched the basket.

Closure: The student and I will count the total number of leaves successfully sorted, reinforcing the correct color names. I will praise the effort: "You are getting so fast at sorting all the green and yellow leaves!"

CONNECTION TO RESEARCH**Research Base (Theory):**

Explicit Instruction/Gradual Release of Responsibility (GRR): This model (I Do, We Do, You Do) is combined with Discrimination Training, which focuses on teaching the student to perceive and differentiate between two stimuli (green vs. yellow) and assign a specific response (placement) to each.

Research Application to Lesson:

The lesson structure follows the GRR model to systematically transfer skill ownership: Direct Instruction/Modeling (I Do) establishes the sorting rule; Guided Practice (We Do) allows for error correction and guided sorting; and Independent Practice (You Do) confirms unprompted mastery. This explicit, sequential approach prevents distraction and increases the clarity of the sorting rule, consistent with effective discrimination instruction for special needs students.

APA research citation:

Bateman, B. D., & Yell, M. L. (2019). *Special education law*. Pearson. (Reference for evidence-based instructional practices like discrimination training and systematic prompting).

DIFFERENTIATION**Planned Supports to Foster Self-management/Self-monitoring of Progress, or Maintenance and Generalization of Skills:**

The student will verbally label the color of the leaf before sorting (if expressive communication allows), which aids maintenance. The same colored baskets (green and yellow) are used in the art center for clean-up to promote generalization.

Challenging Above-Average Students:

Increase the quantity of leaves to 15 (5 green, 5 yellow, 5 red) and introduce a third sorting container, increasing the duration and complexity of the task.

Facilitating a Classroom Environment that Supports Student Learning:

The classroom environment is maintained as a neat, organized, and predictable space where similar items are consistently stored together (e.g., blocks with blocks, red items in a red bin). Color

<p>sorting materials are also available in the independent work center for daily review.</p> <p>Extension: Introduce a third color (e.g., orange leaves) to increase the field of choices and complexity.</p>
ASSESSMENT
<p>Diagnostic/Pre-Assessment: Observation during a warm-up activity to confirm the student can visually attend to the colors green and yellow and can physically release items into a container.</p> <p>Formative Assessment: Continuous observation during Guided Practice to determine if the student is making the correct color discrimination. Feedback is immediate and specific, such as, "Yes! That green leaf goes in the green basket because they match!" This data guides whether to continue with less prompting or provide more support.</p> <p>Summative Assessment: I will use a plus (+) or minus (-) on the data sheet for each of the 10 trials, noting whether the item was placed correctly.</p>

LESSON 3	
Subject/Topic: Sorting by Size (Pumpkins)	Grade Level: Preschool 3-5 years (special needs)
Lesson Structure or Grouping: Whole Class Small Group X 1:1 ☐ Other (specify):	Learning Segment Goal: The student will develop the ability to classify and sort objects by one or more attributes (color, size, shape, etc.) with increasing independence across five lessons.
Resources and Materials: 10 small toy pumpkins (5 large, 5 miniature) that are all the same color. Two sorting mats labeled with a picture of a clearly "BIG" pumpkin and a clearly "small" pumpkin. Data sheet/clipboard.	Technology Connection: N/A
STANDARDS	
State: Ohio Early Learning and Development Standards: Math: 3.b. Develops the ability to sort. Sorts objects into two or more groups by their similarities or differences. Sorts and classifies objects by one or more attributes (e.g., color, size, shape). National: N/A	
Objective: Given a mixed set of 10 pumpkins (small and large) and two picture cards labeled "BIG" and "small," the student will sort the pumpkins by size into the correct piles with accuracy (8 out of 10 pumpkins correctly sorted).	
COMMUNICATION SKILLS	

Receptive/Expressive Communication Skill:

Receptive: Discriminating between size labels ("Big," "Small") to determine the correct placement.

Communication Supports:

Visual Cue: High-contrast picture cards/mats showing an example of a BIG pumpkin and a small pumpkin.

Gestural Cue: Teacher uses an exaggerated gesture (wide arms for big, pinched fingers for small) when stating the rule.

Essential Vocabulary: Big, Small, Sort, Size.

INSTRUCTION**Direct Instruction/Modeling:**

I will hold up the BIG pumpkin mat and a large pumpkin: "This is the BIG pile." I will hold up the small pumpkin mat and a miniature pumpkin: "This is the small pile." I will model placing 3 pumpkins one-by-one, verbalizing the comparison: "It's a big pumpkin, it goes with the other BIG pumpkins!"

Guided Practice: The student sorts the next 5 pumpkins. If the student hesitates for 5 seconds or attempts an incorrect placement, I will provide a verbal comparison prompt: "Look at the two piles. Is your pumpkin BIG or small?" I will use a hand gesture to accompany the size word.

Independent Practice: The student will sort the remaining 5 pumpkins without prompting, receiving no more than one gestural cue (pointing to the correct mat) if an error occurs. I will track which size was chosen and if it matched the mat.

Closure: The student and I will count the number of BIG pumpkins and the number of small pumpkins sorted. I will connect the skill to a functional classroom task: "You used your sorting skill to find the BIG pumpkins! Now, we can use that same skill to put the BIG blocks in the BIG bin and the small toys in the small container during cleanup time."

CONNECTION TO RESEARCH**Research Base (Theory):**

Explicit Instruction/Gradual Release of Responsibility (GRR): The GRR model is applied to Concept Acquisition, focusing on the non-identity concept of Size (e.g., understanding that "big" is a relative term).

Research Application to Lesson: The lesson structure follows GRR, starting with Modeling (I Do) to establish the concept of size comparison, moving to Guided Practice (We Do) with prompts tied to size language, and ending with Independent Practice (You Do) to confirm mastery of the size rule before moving to a new attribute.

Research Application to Lesson:

The lesson structure follows GRR, starting with Modeling (I Do) to establish the concept of size comparison, moving to Guided Practice (We Do) with prompts tied to size language, and ending with Independent Practice (You Do) to confirm mastery of the size rule before moving to a new attribute.

APA research citation:

Bateman, B. D., & Yell, M. L. (2019). *Special education law*. Pearson. (Reference for evidence-based instructional practices like concept acquisition and systematic prompting).

DIFFERENTIATION

Planned Supports to Foster Self-management/Self-monitoring of Progress, or Maintenance and Generalization of Skills:

The student will place a BIG sticker on the BIG mat and a small sticker on the small mat at the beginning of the lesson to build self-monitoring. Generalization will be fostered by having the student immediately use the "BIG/small" sorting skill during cleanup to place blocks and toys into size-labeled storage containers.

Challenging Above-Average Students:

Increase the quantity of pumpkins to 15 and introduce a third category/mat labeled "medium" to increase discrimination complexity.

Facilitating a Classroom Environment that Supports Student Learning:

The classroom environment is maintained as a neat, organized, and predictable space. Storage bins for materials will have visual size labels (a picture of a big toy and a small toy) to reinforce the size concept during cleanup time.

Extension:

Have the student sort pictures of BIG and small animals/objects instead of 3D pumpkins, transitioning the skill to a 2D format

ASSESSMENT**Diagnostic/Pre-Assessment:**

Observation during free play to confirm the student can demonstrate understanding of size difference (e.g., stacking the biggest block on the bottom, or responding to "get the big ball").

Formative Assessment:

Continuous observation during Guided Practice to determine if the student is using the size concept correctly. Feedback is immediate and specific, such as, "Excellent! That pumpkin is so BIG, it goes right on the BIG pile!"

Summative Assessment:

I will use a plus (+) or minus (-) on the data sheet for each of the 10 trials, noting whether the item was placed correctly.

LESSON 4

Subject/Topic: Sorting by Listener's Choice
(Apples - Generalization)

Grade Level: Preschool 3-5 years (special needs)

Lesson Structure or Grouping:

Whole Class Small Group ☐ 1:1 ☐
Other (specify):

Learning Segment Goal:

The student will develop the ability to classify and sort objects by one or more attributes (color, size, shape, etc.) with increasing independence across five lessons.

Resources and Materials:

12 diverse toy apples (mixed colors—red/green—and textures—smooth/bumpy).
Two empty sorting bowls/areas (no labels). Data sheet/clipboard.

Technology Connection:

N/A

STANDARDS

State: Ohio Early Learning and Development Standards: Math: 3.b. Develops the ability to sort. Sorts objects into two or more groups by their similarities or differences. Sorts and classifies objects by one or

<p>more attributes (e.g., color, size, shape). National: N/A</p>
<p>Objective: Given a mixed set of 12 toy apples varying in color and texture, and a verbal command to sort by one specific attribute (e.g., "Sort by texture"), the student will correctly establish two piles corresponding to the attribute with accuracy (9 out of 12 items)</p>
<p>COMMUNICATION SKILLS</p>
<p>Receptive/Expressive Communication Skill: Receptive: Processing and following a two-part verbal command (1. Identify the sorting rule, 2. Execute the sort). Communication Supports: Wait Time: I will use a 7-second wait time after the verbal command to allow the student to process the instruction before any prompting. Rule Check-In: I will prompt the student to verbally or gesturally identify the rule before starting the sort: "What is our rule for this sort?" Essential Vocabulary: Color, Texture, Sort, Smooth, Bumpy.</p>
<p>INSTRUCTION</p>
<p>Direct Instruction/Modeling: I will lay out all 12 apples. I model following a command: I will say, "I am going to sort by color." I will create a pile of red and a pile of green apples, verbalizing my actions: "Red apples go here. Green apples go here. I followed the color rule!"</p>
<p>Guided Practice: I will give a new verbal command: "Now, let's sort by texture (smooth or bumpy)." The student begins the sort. If the student sorts incorrectly or hesitates after the 7-second wait time, I will provide a Verbal Rule Reinforcement: "Remember, the rule is texture! Is that apple smooth or bumpy?"</p>
<p>Independent Practice: I will give a different, unfamiliar verbal command (e.g., "Sort by color" or "Sort by size," if applicable). The student must establish and execute the sort independently. I will provide no more than one gestural cue toward the apples to prompt initiation, but no verbal cues for the rule. I will track the student's accuracy for the 12 items.</p>
<p>Closure: I will praise the student for being a good listener: "You did such a great job listening for the rule!" I will connect the skill to snack time: "When we get apples for a snack, we can put the red ones and the green ones in separate baskets."</p>
<p>CONNECTION TO RESEARCH</p>
<p>Research Base (Theory): Generalization Theory: A skill is generalized when it is performed correctly across novel environments, materials, and instructions. By introducing variable items (apples of mixed color, size, and texture) and requiring the student to respond to a changing verbal rule, the skill is tested outside of the initial highly structured lessons. Research Application to Lesson: The shift from sorting by a single, pre-determined attribute (L2, L3) to sorting based on the <i>listener's</i></p>

command introduces flexibility and demands receptive language processing, promoting true generalization.

APA research citation:

Stokes, T. F., & Baer, D. M. (1977). An implicit technology of generalization. *Journal of Applied Behavior Analysis*, 10(2), 349–367.

DIFFERENTIATION

Planned Supports to Foster Self-management/Self-monitoring of Progress, or Maintenance and Generalization of Skills: Student is instructed to use a "Check-in" signal (e.g., raising a hand) to ask the teacher to repeat the rule, promoting self-advocacy. The skill will be generalized by having the student sort real apples at snack time (e.g., sorting red apples from green apples) based on a verbal command.

Challenging Above-Average Students:

Introduce a non-fall item (e.g., a plastic fork) and ask the student to sort the apples into three piles: edible, inedible (the fork), and maybe edible (the plastic apples), requiring abstract judgment.

Facilitating a Classroom Environment that Supports Student Learning: Sorting activities are set up in the Sensory Table (e.g., sorting beans by size/color) using similar instructions.

Extension: Student must teach the teacher how to sort by giving the verbal command ("You sort by size!").

ASSESSMENT

Diagnostic/Pre-Assessment:

Prior to the lesson observe to see if the student can successfully label at least two physical properties of a mixed set of items (e.g., points to "red" and points to "bumpy").

Formative Assessment:

Teacher tracks whether the student initially begins sorting by the correct attribute after the command.

Summative Assessment: I will use a plus (+) or minus (-) on the data sheet for each of the 12 trials, noting whether the item was placed correctly.

LESSON 5

Subject/Topic: Classification by Two Attributes
(Leaves - Color and Shape)

Grade Level: Preschool 3-5 years (special needs)

Lesson Structure or Grouping:

Whole Class Small Group ☐ 1:1 ☐
Other (specify):

Learning Segment Goal:

The student will develop the ability to classify and sort objects by one or more attributes (color, size, shape, etc.) with increasing independence across five lessons.

Resources and Materials: 10 artificial leaves (mixed: e.g., 3 red oak, 2 yellow oak, 3 red maple, 2 yellow maple). **Four sorting mats** clearly

Technology Connection:
N/A

labeled with pictures representing the four combinations (e.g., Red Oak, Yellow Maple). Data sheet/clipboard.	
STANDARDS	
<p>State: Ohio Early Learning and Development Standards: Math: 3.b. Develops the ability to sort. Sorts objects into two or more groups by their similarities or differences. Sorts and classifies objects by one or more attributes (e.g., color, size, shape).</p> <p>National: N/A</p>	
<p>Objective: Given a mixed set of 10 leaves varying in color (red/yellow) and shape (oak/maple), the student will classify the figures into four distinct groups (e.g., Red Oaks, Yellow Maples, etc.) with accuracy (7 out of 10 items correctly placed).</p>	
COMMUNICATION SKILLS	
<p>Receptive/Expressive Communication Skill: Receptive/Expressive Communication Skill: Expressive: Labeling the two combined attributes when placing an item ("Red Maple").</p> <p>Communication Supports: Choice Prompt: If the student struggles, I will prompt by naming the single attribute that is incorrect (e.g., "Is this a yellow or a red leaf?"). Visual Mats: The four labeled mats act as the highest level of visual support, serving as a non-verbal check for the student.</p> <p>Essential Vocabulary: Oak (Shape), Maple (Shape), Combination, Both.</p>	
INSTRUCTION	
<p>Direct Instruction/Modeling: I will lay out the four sorting mats. I will verbalize the dual-attribute rule for each mat: "This mat is for Yellow AND Maple leaves. I must look at both parts!" I will model placing 3 leaves, naming both attributes: "This is a Red Oak, so it goes on the Red Oak mat."</p>	
<p>Guided Practice: The student sorts the next 5 leaves. If the student sorts an item incorrectly (e.g., places a Yellow Oak on the Red Oak mat), I will provide a Choice Prompt to isolate the error: "Look at the colors. We need the Red Oak leaf, but this one is Yellow. Where should it go?" The student corrects the placement.</p>	
<p>Independent Practice: The student sorts the remaining 5 leaves with no verbal prompts from me. I will track accuracy on the placement of each of the 5 items.</p>	
<p>Closure: I will celebrate the student's mastery of the most complex sorting task. I will ask the student to find three examples in the classroom of objects that have two specific attributes (e.g., "Find the Big Blue Block" or "Find the Smooth Green Crayon") to demonstrate functional comprehension.</p>	
CONNECTION TO RESEARCH	

Research Base (Theory):

This lesson uses direct instruction to teach a complex concept (dual classification) by building on the single-attribute sorts mastered in the previous lessons (successive approximations).

Research Application to Lesson:

The use of the four labeled mats provides a visual map for the complex concept, reducing the working memory load. By isolating the error with a Choice Prompt during Guided Practice, I can quickly reinforce the correct attribute (color or shape) that the student missed, leading to efficient acquisition of the dual rule.

APA research citation:

Bateman, B. D., & Yell, M. L. (2019). *Special education law*. Pearson. (Reference for evidence-based instructional practices like successive approximations and systematic instruction).

DIFFERENTIATION**Planned Supports to Foster Self-management/Self-monitoring of Progress, or Maintenance and Generalization of Skills:**

Planned Supports to Foster Self-management/Self-monitoring of Progress, or Maintenance and Generalization of Skills: I will allow the student to sub-sort (first sorting all items by Color, then sorting those piles by Shape) if they struggle with the dual task, providing a self-management strategy. Maintenance is ensured by placing the dual-attribute sorting mats in the manipulative center for free choice.

Challenging Above-Average Students:

Increase the quantity of leaves to 15 and ask the student to create a three-attribute sort (e.g., Red, Maple, Small).

Facilitating a Classroom Environment that Supports Student Learning:

The classroom environment is kept neat with items with similar items organized together. The student will be responsible for putting away toys with two combined attributes (e.g., ensuring all Large Red blocks go into the Large Red bin).

Extension: I will prompt the student to generalize the skill to the classroom environment by naming objects with dual attributes (e.g., "Tell me something in this room that is both Big and Red" or "Name a toy that is Small, Smooth, and Green").

ASSESSMENT

Diagnostic/Pre-Assessment: Observe to see if the student can correctly identify and label at least three different shapes and three different colors.

Formative Assessment: Continuous observation during Guided Practice focuses on whether the student is checking both attributes before placing the item. Feedback immediately targets the missed attribute (color or shape).

Summative Assessment:

Record the student's final classification performance. Criterion is accuracy (7/10 correct placements into the four dual-attribute categories).

LESSON PLAN

Name: Jeannie Shaffer

Date: 3/17/2025 (for one month)

Subject and Grade Level: Older Preschool 4-5 years old.
Topic: The life cycle of a butterfly
STANDARDS State's Standard of Learning: State Standards (Virginia Early Learning and Development Standards): CLLD2. Foundations of Reading <ul style="list-style-type: none">● CLLD2.1. Paying attention to print as meaningful● CLLD2.2. Understanding ideas, vocabulary, and information in stories and texts● CLLD2.4. Learning how letters and print work to create words and meaning CD1. Science: The Natural and Physical World <ul style="list-style-type: none">1.) CD1.1. Paying attention to the natural world
Objective: Given a shared reading of "The Very Hungry Caterpillar," students will be able to: <ul style="list-style-type: none">2.) Verbally answer at least two questions about the story's events with 80% accuracy.3.) Retell one key event from the story using complete sentences with 80% accuracy.4.) Demonstrate understanding of print directionality by tracking the text with their finger during shared reading with 100% accuracy.5.) Identify and name the four stages of the butterfly life cycle (egg, caterpillar, chrysalis/cocoon, butterfly) with 80% accuracy.
Materials: Video "How a caterpillar becomes a butterfly" "The Very Hungry Caterpillar" book, felt props (butterfly, egg, caterpillar, and food cut-outs), butterfly growing kit, various pictures of the stages of a butterfly.
Technology Connection: Video clip of a caterpillar transforming into a butterfly. https://youtu.be/G3VMI-EY2DM?si=XUw4P9Xrs52b17pG
Character Education Principle: The story subtly touches on themes of patience (waiting for the transformation). During shared reading, mention that the caterpillar is being patient and praise the students who are waiting patiently for their turn to answer questions. Use the new vocabulary word "patience" in context to reinforce meaning and encourage this valuable skill.
Pre Assessment: Before reading, ask children what they know about caterpillars, Observe their responses to gauge prior knowledge. Before the lesson, students use felt props (egg, caterpillar, chrysalis/cocoon, butterfly) to sequence the life cycle stages. This reveals their prior knowledge and any misconceptions. Take notes on the students' responses to gauge understanding.

- o **Set: (hook)**

Introduce the lesson by asking the children, "Has anyone ever seen a caterpillar? What do you know about caterpillars?" After giving them time to respond, show them a short video about how a caterpillar changes into a butterfly. Following the video, introduce the book "The Very Hungry Caterpillar." show them the cover and ask, "What do you think this story might be about?" After allowing them some time to think, call on a few children to share their ideas. For each child, encourage them to expand their replies by asking open-ended "wh" questions.

- o **Developmental Activities**

- o **Instruction:**

Model by reading the story aloud with expression and enthusiasm, pointing to the pictures and tracking the print with your finger from left to right.

Pause at key moments to ask open-ended questions:

- 2.) "What is that you see on the leaf?"
- 3.) "Why do you think the caterpillar is hungry?"
- 4.) "What do you like to eat when you are hungry?"
- 5.) "What is the caterpillar eating now?"
- 6.) "Why do you think he's eating so much?"
- 7.) "What do you think will happen next?"
- 8.) Encourage children to point to objects in the pictures and name them.
- 9.) Emphasize the directionality of print: "We read from left to right, just like this." (Demonstrate.)
- 10.) Point out how the words tell the story: "These words tell us what the caterpillar is doing."

- o **Guided Practice:**

Guide children in retelling key events by providing them sentence starters and a felt board with a caterpillar, an egg, a leaf, and all the food items from "The Very Hungry Caterpillar" story. Encourage the children to use these props to retell the story. Observe their retelling and prompt them with questions such as, "First, the caterpillar ate... then... next... and finally..."

- o **Independent Practice:**

To deepen students' understanding of the life cycle concepts presented in "The Very Hungry Caterpillar," consider the following learning center activities:

1. **Science Center:** Establish a science center featuring visual aids of the butterfly life cycle stages. Introduce a butterfly growing kit with live caterpillars, enabling students to observe and document the transformation process firsthand.
2. **Writing Center:** Equip the writing center with journals and sentence starters to facilitate student writing. Encourage students to reflect on their favorite part of "The Very Hungry Caterpillar" or to document the caterpillar's metamorphosis into a butterfly.
3. **Library Center:** Stock the library with multiple copies of "The Very Hungry Caterpillar" and a selection of supplementary books on butterflies, caterpillars, and their life cycles.
4. **Dramatic Play Center:** Create a dramatic play area designed for storytelling and role-playing. Include a felt board with key elements from "The Very Hungry Caterpillar," such as the caterpillar, egg, leaf, and food items. Encourage children to take turns playing teacher and student, using the props to retell the story. Observe their retellings and provide prompts such as, "First, the caterpillar ate... then... next... and finally..." to guide their narrative.

o **Closure:**

Let's think about the different stages of the caterpillar's life. We saw the egg, the caterpillar, the cocoon, and the butterfly. Now, draw a picture of your favorite stage and tell me one thing that happens in that stage." (Students draw and share).

Diversity / Differentiation for Exceptionalities

Description of Class: This is an older preschool class of 4-5 year olds with a mix of learning styles and abilities. Some children may have varied prior exposure to books and science concepts.

- **Learning Styles** (*modalities / multiple intelligences*) – Visual learners: Benefit from pictures, videos, and the felt board. Auditory learners: Benefit from the read-aloud and discussions. Kinesthetic learners: Benefit from the felt board, dramatic play, and science center. Multiple intelligences: The variety of activities caters to different intelligences (linguistic, visual-spatial, bodily-kinesthetic, naturalistic).
- **LEP** – Use visual aids and gestures to support understanding. Simplify language and provide sentence starters. Pair LEP students with peer buddies.
- **LD, ED, ADD, ID** – Provide individual support and repetition as needed. Break down tasks into smaller, manageable steps. Use visual timers to manage transitions. Allow for movement breaks. Provide a quiet space for those who need it.
- **Multicultural Connections** – Discuss how butterflies are seen in different cultures. Encourage children to share any personal experiences they have with butterflies or caterpillars.

Impact on Instructional Design: The lesson incorporates multiple modalities to address diverse learning styles. The use of visual aids and hands-on activities supports LEP students and students with learning disabilities. The lesson is structured to allow for individual support and differentiation.

Evaluation:

- Using a checklist
- Observe student participation and responses during discussions and activities.
- Assess student retellings of the story using the felt board.
- Evaluate student drawings and explanations of the butterfly life cycle (keep a copy for their portfolio).
- Monitor student engagement in the learning centers.
- Observe student understanding of print directionality during shared reading.
- Use a checklist to record students' responses.
- Evaluate weekly to gauge student progress.

Summative Evaluation: Observe students during play centers. Watch for the students pretending to read a book. Watch the children point to print. Observe the students using felt props to retell "The Very Hungry Caterpillar" and explain the four life cycle stages. This assesses their comprehension of the story and their understanding of the scientific concepts. Record the student responses using anecdotal notes.

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INDIVIDUALIZED EDUCATION PROGRAM

PRESENT LEVEL OF ACADEMIC ACHEIVEMENT AND FUNCTIONAL PERFORMANCE Student

Name _____ Date ____/____/____ Page ____ of ____ Student
ID Number _____

The Present Level of Academic Achievement and Functional Performance summarize the results of assessments that identify the student's interests, preferences, strengths and areas of need, including assistive technology and/or accessible materials. It also describes the effect of the student's disability on his or her involvement and progress in the general education curriculum, and for preschool children, as appropriate, how the disability affects the student's participation in appropriate activities. This includes the student's performance and achievement in academic areas such as writing, reading, mathematics, science, and history/social sciences. It also includes the student's performance in functional areas, such as self-determination, social competence, communication, behavior and personal management. Test scores, if included, should be self-explanatory or an explanation should be included, and the Present Level of Academic Achievement and Functional Performance should be written in objective measurable terms, to the extent possible. There should be a direct relationship among the desired goals, the Present Level of Academic Achievement and Functional Performance, and all other components of the IEP.

Student, a 3-year-old, receives special education support with a primary diagnosis of Developmental Delay. Additionally, she meets criteria for Speech/Language Impairment and Vision Services. She delights in engaging activities, especially songs on the smartboard, light-up cause-and-effect toys, and colorful books. Student also beams with pride when celebrated for her achievements. In addition to these preferences, Student finds comfort in being held and enjoys soft foods like pasta. Student also does not like clutter and will scatter her toys if there is too much in front of her.

Beyond experiencing developmental delays, Student has additional medical needs documented in her Health Care Plan. Student carries a diagnosis of Trisomy 21, a chromosomal condition. She also experienced a brain hemorrhage at birth, potentially contributing to hydrocephalus. While her condition is currently stable and not causing immediate concerns regarding brain pressure, her fontanelle (soft spot) remains open. Furthermore, Student has asthma and has required previous hospitalizations for respiratory issues. She takes medications to manage her asthma, allergies, and reflux. She requires thickened liquids due to a diagnosis of dysphagia causing her swallowing difficulties and has a milk protein allergy. She has no dietary restrictions beyond avoiding milk protein. Upcoming medical procedures may include a scope through GI and ENT. She is also advised to avoid activities like jumping that could injure her head due to her medical history. Finally, Student has undergone surgery to remove her adenoids for sleep apnea and has been classified as immunocompromised, meaning she has a weakened immune system. This information is crucial for understanding Student's individual needs and ensuring she receives comprehensive support in various areas.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE, continued

Student Name _____ Student _____ Date ____/____/____ Page ____ of ____ Student ID Number _____

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE, continued.

Strengths:

- Self-Help/safety skills:

Student can feed herself bite-sized pieces of food and drink thickened liquid from a cup with assistance, she is able to chew food using a rotary jaw movement,

- Social Interaction:

Student Initiates social contact with familiar adults, allows others to join her activities, responds positively to familiar adults and adults in authority, shows pride in accomplishments, recognizes herself in the mirror, and appropriately communicates a range of positive emotions.

- Speech/language:

Student responds to prepositions "out" and "on.", turns head towards sounds outside of her field of vision, produces single-syllable consonant-vocal sounds, and vocalizes to express emotions.

- Gross Motor Skills:

Student maintains or corrects balance while changing positions, walks up and downstairs with assistance, moves independently around the house, intentionally throws an object

- Fine Motor Skills:

Student can remove and add shapes to form boards, extend a toy and release it, dump raisins from a bottle, reach for and grasp objects with one hand.

- Play and learning Skills:

Student searches and uncovers hidden objects, occupies herself independently for short periods, responds to numbers "one" and "one more.", matches colors, pulls cloth to obtain an object. physically explores and investigates surroundings and feels and explores objects.

Areas of Need:

- Self-Help/safety skills:

Student is not yet able to independently eat or drink, she is not yet toilet trained, does not yet distinguish edible and non-edible items, puts objects in her mouth. Is not yet aware of common dangers, will run or wander from the classroom.

- Social Interaction:

Student is not yet able to participate in cooperative play. She does not yet consistently follow routines, rules, or directions, does not yet participate in group activities, share materials, or take turns and cannot yet identify herself using personal pronouns or her name.

- Speech/language:

Student does not yet use words to express wants and needs, she vocalizes frustration by fussing, Mary's functioning is at the pre-linguistic stage of communication, meaning she is not yet using meaningful words.

- Gross Motor Skills:

Student requires assistance walking up and down stairs. Is not yet able to kick a ball without falling.

- Fine Motor Skills:

Student is not yet able to hold paper while drawing, imitate circular markings, string beads, stack 2 cubes, or place rings on a post.

- Play and learning Skills:

Student cannot yet attend teacher-led activities for extended periods. Has difficulty finding hidden objects, cannot yet match/identify objects by color, shape, size, or use.

Impact Statement:

Due to developmental delays, Student experiences difficulties expressing herself clearly to both peers and adults. This, combined with her lack of awareness of common dangers, creates challenges within the classroom environment. Many preschool activities require a stronger foundation in motor skills, social skills, and cognitive development than what Student currently possesses. This hinders her participation in daily routines and activities, potentially impacting her overall engagement in the general educational setting. To ensure Student's success and provide her with the best learning experience possible, implementing appropriate classroom support tailored to her specific needs will be crucial.

In addition to her educational needs, Student has many health and safety needs that will need to be monitored by the school health staff through a Health Care plan, an Aspiration Precaution Plan, Level of Assistance Plan, and specialized transportation during the school day.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
MEASURABLE ANNUAL GOALS, PROGRESS REPORT

Student Name _____ Student _____ Date 9__ / 12__ / 23__ Page
____ of ____ Student ID Number _____ Area of Need ____ Following directions.

__1__ MEASURABLE ANNUAL GOAL:

By the end of the school year (May 24, 2024) within the general education classroom, Student will consistently follow one-step verbal directions given by her teacher with verbal prompting at least 80% of the time.

Short-term goal #1

By November 7, 2023, within the general education classroom, Student will follow one-step verbal directions given by her teacher with a physical, gestural, or verbal prompt at least 50% of the time.

Short-term goal #2

By January 2, 2023, within the general education classroom, Student will follow one-step verbal directions given by her teacher with a gestural or verbal prompt at least 60% of the time.

Short-term goal #3

By Feb. 22, 2023, within the general education classroom, Student will follow one-step verbal directions given by her teacher with a gestural or verbal prompt at least 70% of the time.

The IEP team considered the need for short-term objectives/benchmarks.

X Short-term objectives/benchmarks are included for this goal. (Required for students participating in the VAAP) ☐ Short-term objectives/benchmarks are not included for this goal.

How will progress toward this annual goal be measured? (check all that apply)

☒ Classroom Participation

☒ Observation

☐ Special Projects

☐ Criterion-referenced test: _____

☒ Checklist

☐ Tests and Quizzes

☐ Norm-referenced test: _____

☐ Class work

☐ Written Reports

☐ Other: _____

☐ Homework

Progress on this goal will be reported to the parent or adult student using the following codes. Attach comments using progress report comment form located in section two.

Anticipated Date of Progress Report*

Actual Date of Progress Report				
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INDIVIDUALIZED EDUCATION PROGRAM (IEP)
MEASURABLE ANNUAL GOALS, PROGRESS REPORT

Student Name _____ Student _____ Date 9__ / 12__ / 23__ Page
____ of ____ Student ID Number _____ Area of Need _Communicate needs and
wants. _____

__2__ MEASURABLE ANNUAL GOAL:

When given a verbal prompt (i.e., teacher asks, "What do you need/want?") Within the general education classroom, Student will communicate her wants/needs with at least one word utterance, gestural sign, or use of PECS at 90% of opportunities to respond by the end of the school year (May 24, 2024).

Short-term goal #1

When given a verbal prompt (i.e., teacher asks, "What do you need/want?") Within the general education classroom, Student will communicate her wants/needs with at least one word utterance, gestural sign, or use of PECS at 50% of opportunities to respond by November 7, 2023

Short-term goal #2

When given a verbal prompt (i.e., teacher asks, "What do you need/want?") Within the general education classroom, Student will communicate her wants/needs with at least one word utterance, gestural sign, or use of PECS at 60% of opportunities to respond by January 2, 2023

Short-term goal #3

When given a verbal prompt (i.e., teacher asks, "What do you need/want?") Within the general education classroom, Student will communicate her wants/needs with at least one word utterance, gestural sign, or use of PECS at 75% of opportunities to respond by Feb. 22, 2023

The IEP team considered the need for short-term objectives/benchmarks.

X Short-term objectives/benchmarks are included for this goal. (Required for students participating in the VAAP) ☐ Short-term objectives/benchmarks are not included for this goal.

How will progress toward this annual goal be measured? (check all that apply)

☒ Classroom Participation

☒ Observation

☐ Special Projects

☐ Criterion-referenced test: _____

☒ Checklist

☐ Tests and Quizzes

☐ Norm-referenced test: _____

☐ Class work

☐ Written Reports

☐ Other: _____

☐ Homework

Progress on this goal will be reported to the parent or adult student using the following codes. Attach comments using progress report comment form located in section two.

Anticipated Date of Progress Report*

Actual Date of Progress Report				
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EDSP 519

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

MEASURABLE ANNUAL GOALS, PROGRESS REPORT

Student Name _____ Student _____ Date 9__ / 12__ / 23__ Page
 ___ of ___

Student ID Number _____ Area of Need _Attending to teacher-led activities
 for extended periods . _____

__3__ MEASURABLE ANNUAL GOAL:

In the general education classroom, when prompted verbally by her teacher, Student will participate in a teacher-led group activity (i.e., circle time) for 15 minutes in 3 out of 5 observations by the end of the school year (May 24, 2024).

Short-term goal #1

In the general education classroom, when prompted verbally by her teacher, Student will participate in a teacher-led group activity (i.e., circle time) for 5 minutes in 3 out of 5 observations by November 7, 2023.

Short-term goal #2

In the general education classroom, when prompted verbally by her teacher, Student will participate in a teacher-led group activity(i.e., circle time) for 8 minutes in 3 out of 5 observations by Jan. 2, 2024.

Short-term goal #3

In the general education classroom, when prompted verbally by her teacher, Student will participate in a teacher-led group activity (i.e., circle time) for 10 minutes in 3 out of 5 observations by Feb. 22, 2024.

The IEP team considered the need for short-term objectives/benchmarks.

X Short-term objectives/benchmarks are included for this goal. (Required for students participating in the VAAP) ☐ Short-term objectives/benchmarks are not included for this goal.

How will progress toward this annual goal be measured? (check all that apply)

☒ Classroom Participation

☒ Observation

☐ Special Projects

☐ Criterion-referenced test: _____

☒ Checklist

☐ Tests and Quizzes

☐ Norm-referenced test: _____

☐ Class work

☐ Written Reports

☐ Other: _____

☐ Homework

Progress on this goal will be reported to the parent or adult student using the following codes. Attach comments using progress report comment form located in section two.

Anticipated Date of Progress Report*

Actual Date of Progress Report				
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INDIVIDUALIZED EDUCATION PROGRAM (IEP)
MEASURABLE ANNUAL GOALS, PROGRESS REPORT

Student Name _____ Student _____ Date 9__ / 12__ / 23__ Page
__ of __ Student ID Number _____ Area of Need __ Fine motor, stringing
beads. _____

__4__ MEASURABLE ANNUAL GOAL:

When given beads and string Student will independently put six beads on the string without becoming frustrated. In 4 out of 5 attempts by the end of the school year (May 24, 2024).

Short-term goal #1

With hand-over-hand assistance from her teacher, Student will put six beads on a string without becoming frustrated. In 3 out of 5 attempts by November 7, 2023

Short-term goal #2

With verbal prompting from her teacher, Student will put six beads on string without becoming frustrated. In 3 out of 5 attempts by January 2, 2023

Short-term goal #3

With verbal prompting from her teacher, Student will put six beads on string without becoming frustrated. In 4 out of 5 attempts by Feb. 22, 2023

The IEP team considered the need for short-term objectives/benchmarks.

X Short-term objectives/benchmarks are included for this goal. (Required for students participating in the VAAP) ☐ Short-term objectives/benchmarks are not included for this goal.

How will progress toward this annual goal be measured? (check all that apply)

☒ Classroom Participation

☒ Observation

☐ Special Projects

☐ Criterion-referenced test: _____

☒ Checklist

☐ Tests and Quizzes

☐ Norm-referenced test: _____

☒ Class work

☐ Written Reports

☐ Other: _____

☐ Homework

Progress on this goal will be reported to the parent or adult student using the following codes. Attach comments using progress report comment form located in section two.

Anticipated Date of Progress Report*

Actual Date of Progress Report				
--------------------------------	--	--	--	--

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
MEASURABLE ANNUAL GOALS, PROGRESS REPORT

Student Name _____ Student _____ Date 9__ / 12__ / 23__ Page ____ of ____
Student ID Number _____ Area of Need__ Gross motor, kicking a ball.

__5__ MEASURABLE ANNUAL GOAL:

During gross motor play when asked to kick a ball forward, Student will kick the ball forward without falling for 80% of opportunities by the end of the school year (May 24, 2024).

Short-term goal #1

During gross motor play when asked to kick a ball forward, Student will kick the ball forward without falling for 50% of opportunities by November 7, 2023

Short-term goal #2

During gross motor play when asked to kick a ball forward, Student will kick the ball forward without falling for 60% of opportunities by January 2, 2023

Short-term goal #3

During gross motor play when asked to kick a ball forward, Student will kick the ball forward without falling for 70% of opportunities by Feb. 22, 2023

The IEP team considered the need for short-term objectives/benchmarks.

X Short-term objectives/benchmarks are included for this goal. (Required for students participating in the VAAP) ☐ Short-term objectives/benchmarks are not included for this goal.

How will progress toward this annual goal be measured? (check all that apply)

☒ Classroom Participation

☒ Observation

☐ Special Projects

☐ Criterion-referenced test: _____

☒ Checklist

☐ Tests and Quizzes

☐ Norm-referenced test: _____

☐ Class work

☐ Written Reports

☐ Other: _____

☐ Homework

Progress on this goal will be reported to the parent or adult student using the following codes. Attach comments using progress report comment form located in section two.

Anticipated Date of Progress Report*

Actual Date of Progress Report				
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INDIVIDUALIZED EDUCATION PROGRAM (IEP)
 SERVICES – LEAST RESTRICTIVE ENVIRONMENT – PLACEMENT
 ACCOMMODATIONS/MODIFICATIONS

Student Name _____ Student _____ Date 9 / 12 / 23 Page
 ____ of ____ Student ID Number _____

This student will be provided access to general education classes, special education classes, other school services and activities including nonacademic activities and extracurricular activities, and education related settings:

____ with no accommodations/modifications

 X with the following accommodations/modifications

Accommodations/modifications provided as part of the instructional and testing/assessment process will allow the student equal opportunity to access the curriculum and demonstrate achievement.

Accommodations/modifications also provide access to nonacademic and extracurricular activities and educationally related settings. Accommodations/modifications based solely on the potential to enhance performance beyond providing equal access are inappropriate.

Accommodations may be in, but not limited to, the areas of time, scheduling, setting, presentation and response including assistive technology and/or accessible materials. The impact of any modifications listed should be discussed.

ACCOMMODATIONS/MODIFICATIONS (list, as appropriate)

Accommodation(s)/Modification(s)	Frequency Location Instructional (name of school *) Setting	Duration m/d/y to m/d/y
Picture Exchange Communication System (PECS): This system will help Student express her needs and wants effectively, overcoming communication challenges.	Daily as needed. Ashtabula Public General education school classroom, and any educational setting in which Mary participates.	The duration of the school year, from 9/12/23-5/24/24.
Visual Timer: To support Student's transitioning between activities, a visual timer will provide clear and consistent time cues.	Daily as needed. Ashtabula Public General education school classroom.	The duration of the school year, from 9/12/23-5/24/24.
Communication Log: A daily communication log will keep Student's parents informed about her day, as she currently	Daily Ashtabula Public General education school classroom.	The duration of the school year, from

cannot verbally share her own experiences		9/12/23-5/24/24.
Closed cup with a short straw. Student requires a closed cup with a short straw for drinking.	Daily for all meals Ashtabula Public General education and snacks. school classroom and the cafeteria.	The duration of the school year, from 9/12/23-5/24/24.
Specialized utensils or grips. To address wrist rotation difficulties, Student will benefit from using specialized utensils or grips, improving her ability to grasp and manipulate objects during writing or feeding.	Daily for all meals Ashtabula Public General education and snacks. school classroom and the cafeteria.	The duration of the school year, from 9/12/23-5/24/24.

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Adaptive seating. Student requires adaptive seating during feedings to provide increased support to ensure safety.	Daily for all meals Ashtabula Public General education and snacks. school classroom and the cafeteria.	The duration of the school year, from 9/12/23-5/24/24.
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<p>A one-on-one paraprofessional. The paraprofessional will closely assist Student during meals, ensuring she eats safely and appropriately.</p> <p>The paraprofessional will provide close supervision to prevent Student from leaving the classroom unattended.</p> <p>The paraprofessional will guide Student to explore her surroundings safely, redirecting her if she attempts to put non-food items in her mouth.</p> <p>The paraprofessional will assist Student with toileting routines, ensuring her comfort and hygiene needs are met with respect and privacy.</p>	<p>Throughout the Ashtabula Public</p> <p>All areas where day.</p> <p>school</p> <p>Mary may need assistance.</p>	<p>The duration of the school year, from 9/12/23-5/24/24.</p>
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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SERVICES – LEAST RESTRICTIVE ENVIRONMENT – PLACEMENT, Continued

PARTICIPATION IN THE STATE AND DIVISIONWIDE ACCOUNTABILITY/ASSESSMENT SYSTEM Student

Name _____ Student _____ Date __9_/__12_/23__ Page ____ of ____

Student ID Number _____

This student's participation in state and divisionwide assessments must be discussed annually. During the duration of this IEP:

Will the student be at a grade level or enrolled in Yes XNo

a course for which the student must participate in

a state and/or divisionwide assessment? If yes,

continue to next question.

Based on the Present Level of Academic Achievement and Functional Performance, is this student being considered for participation in the Virginia Standards of Learning (SOL) Assessments (select appropriate content area) ☐ Reading ☐ Math ☐ Science ☐ History/Social Science ☐ Grade 8 Writing	Yes XNo
Based on the Present Level of Academic Achievement and Functional Performance, is this student being considered for participation in the Special Permission Request Virginia Substitute Evaluation Program (VSEP)? If yes, complete the "VSEP Participation Criteria" for each content area considered. (Grades 3-8 only) ☐ Reading ☐ Math ☐ Science ☐ History/Social Science ☐ Grade 8 Writing	Yes XNo
Does the student meet the VSEP participation criteria? If yes, determine for specific content area. ☐ Reading ☐ Math ☐ Science ☐ History/Social Science ☐ Grade 8 Writing Special permission for eligible students with disabilities in grades 3-8. refer to VDOE's Students with Disabilities: Guidelines for Assessment Participation for guidance.	Yes XNo
Based on the Present Level of Academic Achievement and Functional Performance, is this student being considered for participation in the Virginia Alternate Assessment Program (VAAP), which is based on Aligned Standards of Learning? If yes, complete the "VAAP Participation Criteria".	Yes XNo
Does the student meet VAAP participation criteria?	Yes XNo

If "yes" to any of the above, check the assessment(s) chosen and attach (or maintain in student's educational record) the assessment page(s), which will document how the student will participate in Virginia's accountability system and any needed accommodations and/or modifications.

___ SOL Assessments ☐ Reading ☐ Math ☐ Science ☐ History/Social Science ☐ Grade 8 Writing

___ Virginia Substitute Evaluation Program (VSEP) ☐ Reading ☐ Math ☐ Science ☐

History/Social Science ☐ Grade 8 Writing ___ Virginia Alternate Assessment Program (VAAP)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

PARTICIPATION IN THE STATE AND DIVISIONWIDE ACCOUNTABILITY/ASSESSMENT SYSTEM
(continued)

Student Name _____ Student _____ Date 9 / 12 / 23 Page
_____ of _____ Student ID Number _____

PARTICIPATION IN STATEWIDE ASSESSMENTS

Test	Assessment Type* (SOL, VSEP, VAAP) Accommodations** If yes, list accommodation(s)
Reading	☐ _____ ☐ Yes ☐ No ☒ Not Assessed at this Grade Level
Math	☐ _____ ☐ Yes ☐ No ☒ Not Assessed at this Grade Level
Science	☐ _____ ☐ Yes ☐ No ☒ Not Assessed at this Grade Level
History/ SS	☐ _____ ☐ Yes ☐ No ☒ Not Assessed at this Grade Level
Writing	☐ _____ ☐ Yes ☐ No ☒ Not Assessed at this Grade Level

* Students with disabilities are expected to participate in all content area assessments that are available to students without disabilities. The IEP Team determines how the student will participate in the accountability system. ** Accommodation(s) must be based upon those the student generally uses during classroom instruction and assessment, including assistive technology and/or accessible materials. For the accommodations that may be considered, refer to VDOE's Students with Disabilities: Guidelines for Assessment Participation for guidance.

• Divisionwide Assessment (list):

EXPLANATION FOR NON-PARTICIPATION IN REGULAR STATE OR DIVISION-WIDE ASSESSMENTS If an IEP team determines that a student must take an alternate assessment instead of a regular state assessment, explain in the space below why the student cannot participate in this regular assessment; why the particular assessment selected is appropriate for the student, including that the student meets the criteria for the alternate assessment; and how the student's nonparticipation in the regular assessment will impact

the child's promotion; or other matters. Refer to the VDOE's Students with Disabilities: Guidelines for Assessment Participation for guidance.

☐ Alternate/Alternative Assessments Participation Criteria is attached or maintained in the student's educational record

_____ N/A State assessments are not required for pre-school. _____

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INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SERVICES – LEAST RESTRICTIVE ENVIRONMENT – PLACEMENT, Continued

Student Name _____ Student _____ Date __9__/_12__/_23__ Page
____ of ____ Student ID Number _____

Least Restrictive Environment (LRE)

When discussing the least restrictive environment and placement options, the following must be considered:

- To the maximum extent appropriate, the student is educated with children without disabilities.
- Special classes, separate schooling or other removal of the student from the regular educational environment occurs only

when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

- The student's placement should be as close as possible to the child's home and unless the IEP of the student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if he or she did not have a disability.
- In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he/she needs.
- The student with a disability shall be served in a program with age-appropriate peers unless it can be shown that for a particular student with a disability, the alternative placement is appropriate as documented by the IEP.

Free Appropriate Public Education (FAPE)

When discussing FAPE for this student, it is important for the IEP team to remember that FAPE may include, as appropriate:

- | | |
|--|---|
| • Educational Programs and Services | • Nonacademic and Extracurricular Services and Activities |
| • Proper Functioning of Hearing Aids | • Physical Education |
| • Assistive Technology and/or accessible materials | • Extended School Year Services (ESY) |
| • Transportation | • Length of School Day |

SERVICES:

Identify the service(s), including frequency, duration and location that will be provided to or on behalf of the student in order for the student to receive a free appropriate public education. These services are the special education services and as necessary, the related services, supplementary aids and services based on peer-reviewed research to the extent practicable, assistive technology and/or accessible materials, supports for personnel*, accommodations and/or modifications* and extended school year services* the student will receive that will address area(s) of need as identified by the IEP team. Address any needed transportation and physical education services including accommodations and/or modifications. * These services are listed on the "Accommodations/Modifications" page and "Extended School Year Services" page, as needed.

Service(s)	Frequency	**School/location Instructional Setting (classroom)	Duration m/d/y to m/d/y
Speech therapy (intensive)	30 min. 2x per week.	Speech therapy room.	The duration of the school year, from 9/12/23-5/24/24.
Speech therapy (in classroom).	30 min. 3x per week.	General education classroom during regular activities.	The duration of the school year, from 9/12/23-5/24/24.
Occupational Therapy	30 min. 3x per week.	General education classroom during regular activities.	The duration of the school year, from 9/12/23-5/24/24.
Physical Therapy	30 min. 2x per week.	In the large motor room during general	The duration of the school year, from 9/12/23-5/24/24.

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		education.	
Special Transportation services	Daily to and from preschool.	On the school bus.	The duration of the school year, from 9/12/23-5/24/24.
One-on-One para professional to assure safety and that her personal needs are met.	All school hours.	To and from the school bus, general education classroom and cafeteria,	The duration of the school year. From 9/12/23-5/24/24.
School nurse	Student will be monitored 3x daily in the regular classroom and will go to the nurse daily as needed for administration of medication.	In the nurses station and general education classroom.	The duration of the school year. From 9/12/23-5/24/24.

** IEP teams are required to identify the specific school site (public or private) when the parent expresses concerns about the location of the services or refuses the proposed site. A listing of more than one anticipated location is permissible, if the parents do not indicate that they will object to any particular school or state that the team should identify a single school.

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Based upon identified services and the consideration of least restrictive environment (LRE) and instructional setting options, describe in the space below the service(s) setting(s). Additionally, summarize the discussions and decision around LRE and instructional setting. This must include an explanation of why the student will not be participating with students without disabilities in the general education class(es), programs, and activities. Attach additional pages as needed.

Explanation of Instructional Setting/Placement Decision:

PRIOR NOTICE AND PARENT CONSENT

Student Name_____Student_____Date_9__/_12__/_23_ Page
_____of____Student ID Number_____

PRIOR NOTICE

The school division proposes to implement this IEP. This proposed IEP will allow the student to receive a free appropriate public education in the least restrictive environment. This decision is based upon a review of current records, current assessments and the student's performance as documented in the Present Level of Academic Achievement and Functional Performance. Other options considered, if any, and the reason(s) for rejection are attached, or can be found in the Placement Decision section of this IEP. Additionally, other factors, if any that are relevant to this proposal are attached. Parent and adult student rights are explained in the Procedural Safeguards. If you, the parent(s) and adult student, need another copy of the Procedural Safeguards or need assistance in understanding this information please contact

_____ at (____) _____ or e-mail
_____ or _____ at (____) _____
or e-mail _____.

____ Parent(s) initials here indicate that the parent(s) has read the above prior notice and attachments, if any, before giving permission to implement this IEP.

PARENT/ADULT STUDENT CONSENT: Indicate your response by checking the appropriate space and sign below. ☐ I give permission to implement this IEP.

_____ I do not give permission to implement this IEP.

Parent Signature Date

	<h1>Behavior Intervention Plan</h1>	
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Student: **D.O.B.:** **Age:** 4 years

School: **Grade:** Pre K **Case Manager:**

Date of Functional Behavioral Assessment (FBA) as a basis for this plan:

*This **Behavioral Intervention Plan (BIP)** is being created for this student because persistent and/or severe behavior is being exhibited that interferes with the student's learning or the learning of others and interventions are needed to positively redirect the targeted behavior. The approach identifies the type and cause of the behavior and then helps the student learn replacement behaviors through a combination of positive interventions and supports, as well as appropriate consequences. In addition to defining how the student is being taught the skills needed for behavior modification, the plan includes provisions for monitoring progress and crisis management.*

All sections must be complete in order for this plan to be sufficient.

Problem Behavior: (in measurable and observable terms)

When given a teacher directive (e.g., "It's time to clean up," "Please sit at the table"), the student will run to a different area of the classroom (e.g., block area, dramatic play) and emit loud vocalizations (e.g., "ahhh," "lalala") at a rate of 3-5 times per directive, for up to 5 minutes, until a teacher provides individual attention or a different activity is presented. This occurs in 80% of observed opportunities during transitions and routine activities.

Is this behavior a ☐ Skill Deficit or a ☒ Performance Deficit?

Skill deficit: The student does not know how to perform the desired behavior.

Performance deficit: The student knows how to perform the desired behavior, but does not consistently do so.

How do you know?

Observations suggest the student is capable of following directions and participating in routines in other contexts (e.g., during highly preferred activities, One-on-one interactions). The behavior primarily occurs when the directive is less desirable or when seeking attention, indicating the student understands the expectation but chooses not to comply under specific circumstances.

Presumed FUNCTION of the behavior:

What desired thing(s) is the student trying to **Get**?

Attention from adults (e.g., verbal redirection, comforting, engaging in a chase).

What undesired thing(s) is the student trying to **Avoid**?

Less preferred tasks or activities, or transitions away from preferred activities.

Interventions for Setting Events and Triggers:

11.) *Environment and/or Circumstances*

Can the environment or circumstances that trigger the behavior be adjusted? If so, how?

Yes.

1. Implement a visual schedule with clear pictures of upcoming activities and transitions.
2. Provide a "heads-up" warning 2 minutes before a transition to a less preferred activity.
3. Offer choices during transitions when possible (e.g., "Do you want to put the red blocks away first or the blue blocks?").
4. Ensure adequate space and clear pathways for movement during transitions to minimize perceived obstacles.
5. Consider a designated "safe space" or quiet corner where the student can self-regulate if overwhelmed, with a clear protocol for its use.

12.) *Curriculum and/or Instruction*

Would changes in the curriculum or instructional strategies be helpful? If so, what and by whom?

Yes.

1. Teacher/Aides: Incorporate more engaging and interactive activities, especially during times when directives are common.
2. Teacher/Aides: Break down multi-step directives into smaller, more manageable steps, and provide specific praise for each completed step.
3. Teacher/Aides: Utilize "first/then" statements to make expectations clear (e.g., "First clean up the blocks, then we can read a story").
4. Teacher/Aides: Teach and practice expected transition routines during non-challenging times through role-playing and positive reinforcement.

13.) *Other Strategies or Positive Supports (including school personnel, peers, or family)*

1. Teacher/Aides: Pre-correct before known challenging transitions by briefly engaging with the student and reminding them of the expected behavior.

2. Teacher/Aides: Provide proactive positive attention and descriptive praise when the student is engaged in appropriate behavior or following small directives.
3. Teacher/Aides: Implement a "special helper" role for the student during transitions or cleanup, assigning a small, achievable task to promote a sense of responsibility and positive engagement.
4. Family: Share the visual schedule and "first/then" strategies with parents to promote consistency between school and home environments.

Desired Replacement Behavior

What behavior will the student be taught to replace the targeted behavior? Remember, it must serve the function of the targeted behavior. How and by whom?

The student will be taught to walk calmly to the designated area or begin the requested task within 10 seconds of a teacher directive and use a verbal request (e.g., "Help, please," "I need a break," "Can I have a minute?") instead of running and vocalizing when feeling overwhelmed or seeking attention.

How and By Whom:

1. Teacher/Aides: Explicitly teach and model the replacement behavior through social stories, visual cues, and role-playing.
2. Teacher/Aides: Practice the replacement behavior during low-stress times, gradually increasing the demands.
3. Teacher/Aides: Provide immediate and specific positive reinforcement when the student exhibits the replacement behavior.
4. Teacher/Aides: Prompt the student to use the verbal request when initial signs of frustration or non-compliance are observed.

Rewards and/or Motivators:

How will the student be reinforced so that the replacement behaviors are more motivating than the problem behavior?

1. Immediate Verbal Praise: "Great job walking to the carpet!" "Thank you for asking for help!"
2. Token Board System: Student earns tokens for complying with directives, using replacement behaviors, and participating in transitions. Tokens can be exchanged for highly preferred activities (e.g., 5 minutes with a favorite toy, listening to a specific song, being the line leader, choosing a story).
3. Choice Time: Upon successful completion of a non-preferred task or transition, the student earns a short period of free choice with preferred items or activities.

4. Specific Adult Attention: When the student exhibits the desired behavior, the teacher or aide will provide focused, positive attention (e.g., a high-five, a short conversation about their activity, a quick game).

5. Visual Reinforcers: Stickers or stamps on a chart for meeting behavioral goals.

Consequences: What consequences will be implemented for repeated occurrences of the problem behavior?

1st occurrence? Click here to enter text.

Verbal Redirection and Re-prompt: The teacher will calmly and neutrally state the expectation and re-prompt the desired behavior (e.g., "D.O., it's time to clean up. Please walk to the blocks." If needed, offer a choice: "Do you need help, or can you do it yourself?").

2nd occurrence? Click here to enter text.

Brief Loss of Preferred Activity/Delayed Access to Reinforcement: The student is gently guided back to the task or designated area. Access to the next preferred activity or earned token may be briefly delayed until compliance is achieved.

3rd occurrence? Click here to enter text.

Time-Out from Reinforcement (Brief, Planned Ignoring): The teacher will calmly redirect the student to a designated, safe, non-stimulating "cool-down" spot within the classroom for a brief, pre-determined period (e.g., 1-2 minutes). During this time, the student is ignored by adults and peers. Upon returning, the student is prompted to engage in the desired behavior.

Continuing? Click here to enter text.

Escalation Protocol Activation/Parent Contact: If the behavior continues to escalate or becomes unsafe, the crisis plan will be activated. Parents will be contacted to discuss the persistent challenging behavior and collaborate on further strategies.

Crisis Plan: How will an emergency situation or behavior crisis be handled? (Define possible scenarios, including the use of in-school or out-of-school suspension, or aversive techniques by trained personnel, as appropriate, and how parents will be notified)

Scenario: Student runs out of the classroom or engages in aggressive behavior (e.g., hitting, kicking, throwing objects) that poses a danger to self or others, or is unable to be safely redirected through standard interventions.

Immediate Response (Trained Personnel Only):

1. Ensure Safety: Clear the area of other students and dangerous objects. Maintain a safe distance if aggression is present.

2. Verbal De-escalation: Use calm, low-tone verbal prompts to attempt to de-escalate (e.g., "D.O., you need to be safe. Let's take some deep breaths.").

3. Physical Intervention (Last Resort): If the student is a clear and immediate danger to self or others and cannot be de-escalated verbally, trained personnel (e.g., administrator, crisis intervention team, designated staff) may implement a pre-approved, least restrictive physical intervention technique to ensure safety, in accordance with district policy.

4. Isolation/Containment: If the student runs out of the classroom, an adult will safely follow, ensuring the student remains within a supervised, secure area (e.g., hallway, office) until calm.

Post-Crisis:

5. Cool-Down: Once calm, the student will be offered a quiet space and a preferred calm-down activity.

6. Processing: After a period of calm, a designated staff member will briefly review the incident with the student, focusing on desired behaviors and choices (e.g., "When you run, it's not safe. Next time, you can ask for a break.").

7. Documentation: An incident report will be completed immediately, detailing the behavior, interventions used, and outcomes.

8. Parent Notification: Parents will be notified by phone immediately following a crisis situation. The incident report will be shared, and a follow-up meeting will be scheduled to review the crisis plan and discuss any necessary adjustments. In-school or out-of-school suspension will be considered only in cases of severe and persistent safety concerns, in accordance with district policy and IEP guidelines. Aversive techniques will not be used.

Progress Monitoring of the Behavior and the Behavior Plan: How will behavior be assessed and evaluated? What data will be collected? How and by whom? When will the plan be first reviewed for its effectiveness? Thereafter?

Data Collection:

1. Frequency Data for Problem Behavior: The number of times the student runs from a directive and/or emits loud vocalizations will be recorded daily by the classroom teacher and/or aide. This will be tracked using a simple tally mark sheet or a digital app.

2. Duration Data for Problem Behavior: The length of time (in minutes) the student engages in running and/or vocalizing following a directive will be recorded daily by the classroom teacher and/or aide.

3. Frequency Data for Replacement Behavior: The number of times the student uses the verbal request (e.g., "Help, please," "I need a break") or complies calmly with a directive will be recorded daily by the classroom teacher and/or aide.

4. ABC Data (as needed): For persistent or escalating incidents, a more detailed Antecedent-Behavior-Consequence chart may be used for 3-5 incidents per week to further refine understanding of triggers and functions.

Evaluation and Review:

1. Data Collection Responsibility: Classroom teacher and aide will be responsible for daily data collection.

2. Data Review: The Case Manager will review data weekly with the classroom teacher to track progress and discuss observations.

3. First Review of Effectiveness: The BIP will be formally reviewed for its effectiveness with the entire team (Case Manager, Teacher, Parents, relevant specialists) [Insert Specific Date - e.g., 4 weeks after implementation].

4. Thereafter: The plan will be reviewed every [Insert Frequency - e.g., 6-8 weeks] or as needed if the behavior significantly improves, deteriorates, or new challenging behaviors emerge. Adjustments to interventions, rewards, or consequences will be made based on data and team consensus.

The following person(s) performed this Functional Behavioral Assessment:

Signature

Title

Date

Signature

Title

Date

Signature

Title

Title

Date

Date