# Lesson Plan Guide for Individualization

# Individualization occurs for each and every child enrolled in our program. We plan for each child individually by utilizing all information that is gathered through Brigance screenings, DECA, anecdotal notes, portfolio work samples, and journals, Child Outcomes, the “At a Glance sheet,” lesson plans, and the Parent Goals, etc.

Teachers conduct a daily health check on each child in their classroom upon arrival. The health check is a brief, visual, non-intrusive assessment of children’s health.

All Home Based and Early Head Start home visits are planned to meet the individual needs of the family. Parents will set the tone to ensure their needs are being met. The caregiver completes and reviews the Early Head Start Individual and Educational Plan during home visits and parent conferences. The caregiver works with the parent to set an attainable and appropriate goal for their child.

On all Head Start home visits, the teacher meets with the parent(s) or guardian to help set goals and objectives for their child. The teacher reviews and discusses School Readiness Goals which align with the Goals and Objectives at a Glance. After the parent has had ample time to review the list, the parent’s choose the top five choices for the teacher(s) to focus on during class time. The parent receives a signed copy and the original will be placed in the blue three-ring Child Progress Binder. When the child accomplishes a goal, the teacher must write the date on the original Parent Goals form. When goals have been met, the teacher will meet with the parent(s) or guardian to select new goals.

Each child is transitioned into the next program *per age and parent need*, on an individual basis. Staff consults with each other to make a plan so that the transition is smooth. The CAPE Program Transition Record is to be completed each time a child transitions to a new program or classroom.

Screening results, parent communications, physicals and observations are used to set goals for each child and plan daily activities to support their growth and development.

Children enrolled in the center are placed with a primary caregiver to ensure relationships develop and bonding occurs. This is an effort to ensure that the caregiver understands the child’s temperament and development, and can more readily meet his/her needs. Ideally, the child will remain with the same caregiver throughout enrollment in the program.

Low ratios and group sizes provide opportunities for teachers to provide lots of individual attention to children (ranges from 4:1 to 18:2). These ratios meet Performance Standards and exceed licensing requirements.

An IEP/IFSP is written by a multi-disciplinary team to meet the individual needs and goals of the child/family. The LEA and part “C” providers are responsible for the final creation and implementation of the IEP/IFSP.

The Reflective Summary Report addresses the on-going assessment and tracking of individual goals and objectives.

Lesson plans reflect thoughtful planning for individual children. Individualization is documented by writing the child’s initials on the reverse side of the lesson plan in the corresponding box to show why an activity was selected.

Children’s books, written in languages other than English, are provided to appropriate classrooms.

On the Individualizing Goals and Objectives form (EHS), caregivers update the form on an ongoing basis for each child in their primary care group. Each entry includes the date and a written observation that demonstrates how the child is working to achieve each goal.

Classroom schedules reflect a balance of teacher-directed and child-initiated activities.

All families are offered an opportunity to enter into a Family Partnership Agreement to identify individual goals, strengths and needs.