

Individualizing for Children

During the first couple of weeks you (the teachers) have already begun to individualize children in their capabilities and skills. With this being said, you should begin adding your children on individual levels **within the first 2 weeks of school** on your lesson plans.

This means: 1. You may use numbers OR initials for individualization in any category on your lesson plans. *If you use initials, you will add the initials to the copy that you keep in your Lesson Plan Book. The copy that is placed on the wall for parents to see should not have individualization.

*IF you decide to use the numbers in place of initials for the children, just be sure to make a sheet to show who the children are that you will be observing so your Team Manager will know. You will want to have a separate sheet with the names of the children listed beside his/her designated number in your Lesson Plan Book which is kept on your desk.

2. You may use initials to individualize children in your classrooms and again, these can be listed in any category on your lesson plan (kept on your desk in the Lesson Plan Book). Remember: Confidentiality. The names/initials of your children cannot be posted in the classroom on your lesson plan but are to be kept with you and on your desk in your Lesson Plan Book.

*(BE SURE TO ADD AND INCLUDE ALL CHILDREN ON YOUR LESSON PLAN EACH WEEK).

REMEMBER: NOT ALL CHILDREN WILL BE ADDED ON THE INDIVIDUALIZED CHILD PLANNING CATEGORY on the lesson plan each week. This area of planning will include the few children who will need “extra” attention during a certain activity which will require extra time during a particular activity to help in the development of a certain skill. You may focus on all children as well as your children with IEP’s and special needs. You will not be choosing the same child/children each week. This will vary in the number of children as well as their particular needs concerning an activity you’re working on.

Remember to refer to the Class Profile Report on TSG when you are individualizing for children. This compares information about children’s skills, knowledge, and behaviors to widely held expectations for their age or class/grade during a particular checkpoint period. This should be printed during the first week of December, March and May and kept where you can easily reference.