

Hello Everyone!

I hope you are having a GREAT day as well as a GREAT school year so far!

Delegate offices have been asking the question, "When do we begin individualization on our children in our classrooms?" During collaboration, we (the grantee office team managers) agree that during the first couple of weeks you (the teachers) have already began to individualize children in their capabilities and skills. With this being said, we all agree that 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 **after** printing out a copy to hang in your room (for parents to see). Next, you will then submit a copy (with initials added) to your administrator. Remember to print this one off to accompany you during the day and place a copy in the Lesson Plan Book on your desk as well.

*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 amount of children as well as their particular needs concerning an activity you're working on.

To print out the Individual Child Planning portion of your lesson plan:

*After submitting lesson plan

Open your lesson plan and click on **action** tab (located on right hand side of screen)

Click View/Print Individual Child Planning

Then, it will allow you to print out the information (as the example below). Kept in Lesson Plan Book.

Weekly Planning Form

Week of: Aug 8, 2015 Study/Project: Getting Acquainted/Rules Teacher(s): Tammy Scarberry
Individual Child Planning

Child	Strengths, Needs, and Interests	Plans
TT Tyke	<ul style="list-style-type: none">• Work with TT on introducing herself to the group.• Is beginning to manage classroom rules, routines, and transitions with occasional reminders	<ul style="list-style-type: none">• Daily Routines Notes: Help TT learn our daily routines by offering assistance. Objectives / Dimensions: 1b, 3a, 8a, 9d, 9a, 12a, 17b, 30, 1c Materials: a chart with pictures and labels of cleanup jobs, chart paper, markers

Mrs. Tammy Scarberry
Education Services Manager
BSACAP--Head Start
606-789-1600 ext. 116
(fax) 606-789-5192
tscarberry@bsacap.org