

Preschool Special Education Syllabus

Heritage Elementary

Ms. Claire's Class 2018-2019

I. Measurable Goals

The goals set for each child are specific to where they are currently based on Teacher Observation and where we would like to see the children to grow and achieve in the classroom setting. Each child has a goal sheet which is kept in their cubby. The goals are update daily either a task has been attempted or by the end of the day. Once the goal objective has been introduced, each goal is worked on daily and weekly when children are in attendance. IEP goals are evaluated every 4.5 weeks to monitor children's progress. The parents are given progress reports and report cards quarterly. If a child seems to be unable to master a goal, an IEP meeting may be held to decrease or change the goal to make it more achievable for the child. The children in the classroom work on much more than their set goals. The class schedule has two circle times where state standards are worked on Cognitive skills in the areas of Reading and Math, Social Skills and Adaptive Skills. The children are assessed with teacher observation.

Year Long Goals- In addition to working on individual goals for each child. We also strive to increase their independence skills and provide opportunities for them to gain confidence so that they can be capable and confident individuals in and out of the classroom. Our motto is 'do not do anything for them that they can do for themselves.'

Communication and problem solving skills are an integral part of school readiness, we work on these skills and provide students with multiple opportunities to practice them throughout the day.

Appropriate, intellectually challenging learning opportunities are planned to help students meet state and district learner standards in language arts, mathematics, social studies, science, physical development, the arts, and personal/social development.

Consistency and Daily Routines: We embed opportunities for literacy and math throughout our daily routine.

Time	Activity	Skills
7:45-8:15	Arrival Routine	Students enter class, greet teachers, choose breakfast, put away belongings, chose a center.
8:15-9:15	Open Center/Small Group/ 1:1 work	Data Collection for IEP Goals skill specific centers, fine motor skills, centers are connected to theme incorporate math, literacy and science skills
9:15	Clean Up	Following routine directions, helping peers, learning about transitions
9:20	Morning Circle	Attendance, greet peers, go over rules and schedule, welcome song, peer interaction/turn taking activity
9:35	Breakfast	Working on feeding/independent skills- opening containers, drinking from straw/cup, pouring. Communication- requesting items, talking with peers. Sensory- is food crunchy/soft, what color/texture. Counting- how many pieces do you have/want. Following routines/directions
9:50	Bathroom break and music (math/literacy song)	Toileting skills, washing hands, self/care independent skills (zippers, buttons, taking shoes off/on), problem solving skills.
10:00-10:30	Outdoor Play	Outdoor Play/Gross Motor activities

10:30-10:45	Shared Reading/follow up activity	Whole group read aloud, discussion of story and modeling of follow up activity (I do, we do, you do)
10:45-11:20	Literacy/Math activity	Fine motor activity/craft related to story, students demonstrate ability to recall information, use materials and information to create
11:20-11:30	Dismissal for 3's	Pack up, go home
11:30-12:00	Literacy/technology	4's stay and have tablet time or play a literacy/game, or theme related flip chart
11:55-12:25	Lunch	Independence, self- help skills, social communication
12:30-1:00	Inclusive whole group	Classes combine for whole/small group activities centered around building social interaction/problem solving skills with embedded math and literacy
1:00-1:45	Quiet Time	Body break/nap for some students
1:50-2:00	Bathroom break/pack up	Students wake up and clean up their mats and blankets and get book bags ready for dismissal then use the bathroom
2:00-2:20	Afternoon circle	Review math/literacy concepts, read a story, flipchart

School Ready Skills-

Being able to independently follow a daily routine, remember the sequence of steps and knowing what to do when something goes wrong, this includes managing and being aware of personal belongings.

Classroom Curriculum Themes-

My School and Me

Construction

Families

My Community

Growing and Changing

***In addition, we will participate in activities related to various seasonal and holiday subjects.**

We spend 4-5 weeks on each theme. You will receive a bi-monthly news letter with information about the current theme as well as vocabulary and books we are reading in class.

Parent Communication

In addition to the news letters you will receive a weekly behavior communication chart. This is to keep you in the loop with your child's success and progress as well as monitor any issues or concerns. It also provides you with details about what your child does each day. Each behavior chart requires a parent signature and must be turned to school.

Parent conferences are available at any time of the year upon request. IEP progress reports are given to parents every four and a half weeks to update parents on their child's progress. IEP meetings are held yearly before the end of the school year to make a new IEP for the next school year.