

Preschool Curriculum Accommodation Plan

6/8/12 (prepared by Amy Mates Mencow)

- **Cognitive/reasoning skill development:**

The classroom utilizes a language-based curriculum with thematic units to introduce vocabulary, basic concepts and development of early reasoning skills through multi-modal presentation:

 - Table top activities for direct instruction and practice of basic concepts; expand language; fine/gross motor skills
 - Pre-literacy and phonological awareness concepts are taught utilizing books/activities/worksheets that follow the theme (left to right, top to bottom, print and sounds of letters)
 - Use of toys, games, songs, fingerplays for multi-modal teaching
 - Drawing activities and corresponding writing activity e.g. describe favorite part of the day
 - Break tasks and instructions into smaller components; use of repetition, spiraling of instruction; use of visuals; use of multi-modal approach
 - Differentiated Instruction for different levels
- **Further Development of Speech and Language Skills:**
 - Touch cue system utilized to increase phonological awareness and assist with speech production
 - Reinforce speech sounds in the classroom
 - Use of visuals throughout the day
 - Frequent modeling of, and encouragement of, sentence structure, vocabulary, sentence length
 - Encouragement/reinforcement of social pragmatic language skills throughout the day, e.g. circle time – asking and answering questions; learning to express their wants and needs
 - Handouts for parents regarding strategies to do at home
- **Development of Fine and Visual Motor Skills:**
 - See OT strategy list for scissor skills (includes strategies for proper placement and utilization of scissors)
 - See OT strategy list for pre-writing and drawing (includes correct sitting posture, holding a writing tool, pencil gripper, incline board, etc.)
- **Social-emotional/Behavioral Skill Development:**
 - Open Circle concepts/vocabulary utilized
 - Behavior plans
 - Behavior management consultation from the School Psychologist
 - Teaching and modeling of self-regulation techniques e.g. deep breathing/pizza breathing/counting
 - Clear expectations, limit setting and follow through, structure and predictable routine provide warnings and previews before transitions,
 - Sensory diet (see OT strategy list regarding suggested activities for home and school) – includes in the classroom utilizing a move-sit or a weight lap buddy; resistive materials e.g. clay, play dough or putty etc.
 - Write simple social stories to address behavioral situations – see handout re. writing social stories
 - Recommendations to parents regarding referral resources, strategies to use at home, workshops e.g. Center for Parents and Teachers
- **Gross Motor Skill Development:**
 - Encourage use of playground equipment to develop gross motor skills (e.g. balls, running, jumping, climbing structure)
 - Weekly use of gym