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 moven-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