

1a. Individualization Policy and Guidelines

Reviewed 06/25

Policy

The program will provide a classroom environment and curriculum that promotes and supports each individual child's pattern of development and learning.

Guidelines

1. **Individualization through Assessment and Family Collaboration**
 - a. Education services are tailored based on each child's development, temperament, learning style, and strengths.
 - b. Staff use ongoing developmental assessments, classroom observations, and family input to guide individualization.
 - c. Staff gather information during intake, home visits, conference, and informal conversations using tools such as:
 - ASQ-3 and ASQ:SE-2
 - Preschool Home Language Survey
 - TS Gold Assessment
 - Parents as Teachers Milestones
2. **School Readiness Individualized Learning Plan (SRILP)**
 - a. Initiated at the first home visit and updated regularly.
 - b. Includes goals in all developmental domains.
 - c. Goals are informed by screening tools and parent input.
 - d. For children with IFSP/IEP, those goals are incorporated.
3. **Parent Engagement**
 - a. Parents are encouraged to contribute to goal setting, strategies, and updates.
 - b. Staff share TSG GOLD reports, observations, and child portfolios during visits and conferences.
 - c. Parents are offered a copy of the completed SRILP at Parent/Teacher Conferences/2nd Home Visits and instructions for completing the Home Learning In-Kind Form.
4. **Documentation and Portfolio**
 - a. TS GOLD documentation is ongoing and shared quarterly.
 - b. Observations are completed and documented weekly.
 - 3-5 observations required for each child weekly.
 - c. Preschool portfolios include labeled and dated work samples and are presented to families at year-end.
 - Examples:

- i. Children's drawings, paintings, and collages
 - ii. Children writing and language samples
 - iii. Pictures
- d. All observations and parent feedback are documented in TS GOLD.
- 5. **Classroom and Home Visit Planning**
 - a. Daily classroom activities or home visit activities reflect individual child goals and interests.
 - b. Use initials on TS GOLD lesson plans or the name on PAT Home Visit Planning Forms.
 - c. Instructional modifications include support through environment, materials, peers, or adults.
 - d. Activity Matrixes track goals and modifications, for children with IEPs/IFSPs, children being monitored for delays or support plans in classrooms.
- 6. **TS GOLD Assessment Process**
 - a. Staff analyze child data using TS GOLD Analysis Summary.
 - b. Identify areas needing additional support to inform planning and individualization.
- 7. **Case Management and Ongoing Monitoring**
 - a. Progress is reviewed monthly and documented and/or whenever goals are revised.
 - Center-Bases will follow the staffing procedure.
 - b. Action plans and parent communications are documented in ChildPlus.
 - c. All meetings related to progress in the IFSP/IEP, behavior, or health are documented with notes and action plans to support individualization.
- 8. **Home-Based Services (Additional Information)**
 - a. Goals developed in all domains collaboratively with families within 90 days of enrollment
 - b. Strategies are updated throughout the year to reflect progress.