

Please use black or blue ink only

Paulding County Special Needs Preschool Program
4555 Dallas Acworth Highway, Dallas, GA 30132

() This is *not* an area of concern.

Strategy/Intervention Outcome for (Student Name): _____

School: _____ Date: ____/____/____

Communication Skills:

Sample Strategies (*Provide daily opportunities to practice the skill for a minimum of three weeks*):

- Use a slow rate of speech that is clear and simple for child to imitate.
- Repeat what child says, indicating that you understand. Build and expand on what was said.
- Ask yes/no questions or questions that require a choice and use a visual to support.
- Give directions, one step at a time. As child is successful, add a second step, which is related to the first.
- Model appropriate responses or social interactions.
- Set up situations where child must request a preferred item.

Concern:

Describe strategies/interventions implemented – Please be specific.

Date Initiated	Strategies/Interventions <i>What did you do to address the concerns?</i>	Date/Outcome	Date/Outcome	Date/Outcome	Date/Outcome

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Cognitive and Academic Readiness Skills:

Sample Strategies (*Provide daily opportunities to practice the skill for a minimum of three weeks*):

- Give simple, concise verbal directions (limit to 1-3 words). Gain child's attention and maintain close proximity prior to stating a directive. Children with language delays may require use of gestures and/or pictures paired with simple verbal directions.
- Provide an example of a finished product and model appropriate skills needed to engage in the activity.
- Structure "sit down" activities by breaking the task into smaller chunks. Use a timer to indicate completion of the activity.
- Develop task completion by paring the steps of a learning activity with picture cues.
- Make pointing to and counting objects part of your daily routine. Point and count snack; count stairs as you walk up or down; point and count during calendar.
- Make learning activities more concrete by using manipulatives and props to demonstrate basic concepts.
- Encourage matching and sorting activities to expose child to basic concepts (match or sort colors, numbers, letters, pictures, shapes, etc.)

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Fine and Gross Motor Skills:

Sample Strategies (*Provide daily opportunities to practice the skill for a minimum of three weeks*):

- Demonstrate the skill for the child.
- Use hand-over-hand assistance.
- Use alternate materials, e.g., larger beads or pipe cleaners for stringing/lacing, shorter/smaller crayons/markers, training or spring-loaded scissors.
- Provide a sample of the finished product.
- Provide a visual chart of the steps in the process.
- Provide opportunities to write/mark on vertical surfaces, e.g., easel, chalkboard, white board.
- Provide hand strengthening activities, e.g., pegboards, play dough, opening bottles/containers, hiding items in putty for child to find.

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Adaptive and Self-Help Skills:

Sample Strategies (*Provide daily opportunities to practice the skill for a minimum of three weeks*):

- Demonstrate the skills for child.
- Break the task down into several steps; adult completes all steps except the last, which child completes. As child becomes successful performing the last step, increase the number of "last" steps the child completes. (Backward Chaining)
- Teach child to follow classroom routine by using pictures, visual schedule, timer, visuals to indicate a change in schedule or something different that day, e.g. Star = change (fire drill, picture day, field trip, etc.)
- Teach child to stay in an area by using clearly defined boundaries, e.g., tape/Velcro on floor, arrangement of furniture.

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Social and Behavioral Skills:

Sample Strategies (Provide daily opportunities to practice the skill for a minimum of three weeks):

- Play simple cooperative games or use toys that require more than one person.
- Encourage imitative play, such as pretending to feed a doll with a spoon or pretending to stir; then say to the child “your turn” and encourage them to imitate you.
- Provide opportunities to play along-side another child.
- Model appropriate play with toys.
- Teach First/Then routine, e.g., **First** clean up – **Then** snack.
- Increase amount of positive reinforcement of desired behavior.
- Use verbal, visual and physical cues to encourage desired behavior.
- State comments/directions positively, e.g., instead of “don’t touch,” say “hands down”; instead of “stop running,” say “walking feet”

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