Folder, Saa, Towel, "       - Health/Mental Wellness 1.1 - Demonstrates independent behavior.       sensory strategies, adaptive materials, seesalub strates descaluble strates independent behavior.         Space       - Health/Mental Wellness 1.3 - Exhibits independent behavior.       materials, descaluble strates descaluble strates descaluble strates independent, behavior.       materials, descaluble strates descaluble strates descaluble strates independence, cooperative learning         Space       Exhibits independence, cooperative learning       bitstratesist. Working on independence, cooperative learning       strategies, adaptive materials, descaluble strates independence, cooperative learning         Differentiation_Picture schedules, child pictures on names, hand over hand, varied seating       Student 2: corrective feedback request instruct         Activities to Dienagage the stress Response in picture schedules, child pictures on ad ask which greeting they would like       strategies, additive additive additive exploit strategies, additive additive strategies, additive materials as needback         Student 2: Normatic addition of the stress Response in picture schedules, strategies, additive materials an ended list, strategies, additive additive additive strategies, additive materials and picture prompts and additive additintervadditintervadditive additive additive additive a	Teacher: Sarah M	<u>ills</u>	Instructional Assistant: Cara Hall	Topic: All About Me/My family	Date: Sept. 24-28
Bit Bit Statute         Method find violation         hands. Students will be instructed of the correct way to wash hands, and sing the washing hands song. Students will then go to check into shool for the day, there will be instructed in their bag and washing hands song. Students will then go to check into shool for the day. They will find their saves and work on morning activities (coloring, books, writing)         Meding find violation           12:30-12:45         Criteal Vocabulary: Greet, Backgack, Cubby, Folder, Soap, Towel, Back, Rad, Responsibility, Personal         - Health/Mental Wellness 1.1:- Demonstrates independent behavior. - Health/Mental Wellness 1.3:- Exhibits independence, cooperative learning Differentiation. - Richives subelues, child pictures on names, hand over hand, varied seating         Student 2: corrective feedback results, scalable           0xticutes to their soft add with the to const. Greet students at the door and ask which greeting they would like Activities to Conmit: Large group commitments         Student 3: Note calable         Student 3: Other exists and student 3: Other exists. - Student 3: Other exists an eved student 3: an even student 3: an even studen	Arrival	Instructional	Activities: Students will come in and put their belongings in their co	ubbies. They will then proceed to the sink to wash their	Formative and Summative
12:30-12:45       Critical Vocabulant: Greet, Backpack, Cuby, Polder, Sapa, Towel, Book, Kead, Responsibility, Personal Space       Evaluation of the space of the second or the second or the space of the		Method:Individual	hands. Students will be instructed of the correct way to wash hand	ds, and sing the washing hands song. Students will then	Assessment: Observation
Greet, Backpack, Cubby, Polder, Soog, Towel, Book, Read, Responsibility, Personal Space       Student 1: Visuals, Picture cue sensory strategies, adaptive - Health/Mental Wellness 1:1 - Demonstrates independent behavior.       Student 1: Visuals, Picture cue sensory strategies, adaptive independent behavior.         Learning Target: I can put away my things.       Learning Target: I can put away my things.       Student 1: Visuals, Picture Schedules, the picture Strategies: Working on independence, cooperative learning Differentiation.       Student 2: Corrective feedback, treque breaks, extended response to picture schedules, differentiation.         CONSCIDUS DISCPLINE Activities to Unit: Safe Keeper Box Activities to Connet: Unit: Safe Keeper Box Activities to Connet: Unit: Safe Keeper Box Activities to Connet: Large group commitments       Student 1: Visuals, picture schedules websian atcalls, sensory regulation, adaptive materials Student 1: Differentiation.         Student 1: Safe Consciption       Activities to Connet: Large group commitments       Student 3: Differentiation.         Student 1: Market Differentiation at a consciption of the differentiation of the differentiation of the differentiation of the differentiation.       Student 3: Differentiation.         Activities to Connet: Large group commitments       Student 4: Antional Statelity, adaptive materials.       Student 4: Antional Statelity, adaptive regulation attratelity, adaptive regulation at			go to check into school for the day. THey will find their name on	their bug and put it on the Who Buzzed Into School	
Folder, Soag, Towel, "       - Health/Mental Wellness 1.1 - Demonstrates independent behavior.       sensory strategies, adaptive materials, seesafue         Space       - Health/Mental Wellness 1.3 - Exhibits independent behavior.       materials, descalution strategies, adaptive materials, seesafue         Space       Leanth/Mental Wellness 1.1 - Demonstrates independent behavior.       materials, descalution strategies, adaptive materials, seesafue         Space       Leanth/Mental Wellness 1.1 - Demonstrates independent behavior.       materials, well descalution strategies, adaptive materials, seesafue         Space       Leanth/Mental Wellness 1.1 - Demonstrates independent, behavior.       materials well descalution strategies, adaptive materials         Space       Leanth/Mental Wellness 1.1 - Demonstrates independent behavior.       materials well descalution strategies, adaptive materials         Stategies: Wolfs, point dependence, cooperative learning       Differential reinforcement, giner instruction strategies, adaptive materials         Conscious Discrume       Activities to Disengage the Stress Response lialion       Activities to Commit: Large group commitments         Activities to Commit: Large group commitments       Student 3: Differential reinforcement, giner thereal is sensory regulation strategies, adaptive materials an eneder instruction strategies, adaptive materials an eneder instruction is as adaptive materials an eneder instruction is a sile, performance instrategies, adaptive materials an eneder instruction is a sile, performance instrategies, adaptive materials an eneder instruction is a sile, performance	12:30-12:45	Critical Vocabulary:		n morning activities (coloring, books, writing)	Modifications:
Book, Read, Responsibility, Personal Space     - Health/Mental Wellness 1.3 - Demonstrates independent behavior.     materials, de cicciliton strates differential reinforcement, spa and positive feedback, freque breaks, extendel response in joiture schedules, child pittures on names, hand over hand, varied seating     materials, de cicciliton strategies, strategies, Morking on independence, cooperative learning Differential on independence, cooperative learning Differentiation, Pitture schedules, child pittures on names, hand over hand, varied seating     Student 2: corrective feedback resteaching, de-escalation strategies, differential reinforcement, direction strategies, differential reinforcement, direct instructi- Activities to Conneit: Large group commitments     Student 2: corrective feedback stalls, schedules       Student 3: Differential reinforcement, direct instruction visual, written, ph everbal and facility, sensor progradiation, adaptive materials sensor regulation adaptive materials sensor regulation strategies, safety materials as needed     Student 3: Differential reinforcement, direct instruction visual, written, ph everbal and facility, sensor regulation strategies, safety materials as needed       Student 4: modeling, prompti visual, written, write visual, written, wreak physical stalls, sensor pregulation strategies, adaptive materials     Student 3: model stalls, sensor pregulation strategies, adaptive materials		Greet, Backpack, Cubby,	Kentucky Early Childhood Standard:		Student 1: Visuals, picture cues,
Responsibility, Personal Space     -Health/Mental Wellness 1.3 – Exhibits independent behavior.     and positive feedback, freque breaks, extended response in picture schedules, child pictures on names, hand over hand, varied seating     and positive feedback, freque breaks, extended response in picture schedules, child pictures on names, hand over hand, varied seating     Student 2: corrective feedback       CONSCIOUS DISCIPLINE Activities to Disengage the Stress Response: Balloon Activities to Disengage the Stress Response: Balloon Activities to Commit: Large group commitments     Student 2: corrective feedback       Student 2: corrective feedback     Conscious Disciplinum activities to Commit: Large group commitments     Student 2: corrective feedback       Student 2: corrective feedback     Activities to Commit: Large group commitments     Student 2: corrective feedback       Student 3: Differential reinforcement, Agits     Student 3: Differential reinforcement, Agits     Student 3: Differential reinforcement, Agits       Student 3: Differential reinforcement, Agits     Student 3: Differential reinforcement, Agits     Student 3: Differential reinforcement, Agits       Student 3: Differential reinforcement, Agits     Student 3: Differential reinforcement, Agits     Student 3: Differential reinforcement, Agits       Student 4: modeling, promptin regulation strategies, adaptive materials     Student 5: valat active, scalat active, scalat reinforcement, agits, adaptive materials     Student 5: valat active regulation strategies, adaptive materials       Student 5: valat disclipped parts     Student 5: valat active, scalat active, scalat reinforcement, sensory reg		Folder, Soap, Towel,			sensory strategies, adaptive
Responsibility, Personal Space     -Health/Mental Wellness 1.3 - Exhibits independent behavior.     and positive feedback, freque breaks, extended response in picture schedules, child pictures on names, hand over hand, varied seating     and positive feedback       Conscorting on independence, cooperative learning Differentiation: Picture schedules, child pictures on names, hand over hand, varied seating     Student 2: corrective feedback       Conscorting on independence, cooperative learning Differentiation: Picture schedules, child pictures on names, hand over hand, varied seating     Student 2: corrective feedback       Conscorting on independence, cooperative learning Differentiation: Picture schedules, child pictures on names, hand over hand, varied seating     Student 2: corrective feedback       Activities to Disengage the Stress Response: Balloon Activities to Commit: Large group commitments     Student 2: more corrective feedback       Student 2: more correct to extenders at the door and as which greeting they would like Activities to Commit: Large group commitments     Student 3: moteling: orrective regulation.adaptive materials as student 3: moteling: porreptive instruction visual, written, ver physical, picture prompts and sensory regulation strategies, adaptive materials as needed student 4: modeling, porreptive feed back with re-teaching, instruction strategies, adaptive materials as needed students: worke physical, picture schedules, schedules adaptive materials as needed students; watal actue, schedules students; watal actue, schedules adaptive materials as needed students; watal actue, schedules adaptive materials as needed students; watal actue, schedules adaptive materials as needed adaptive materials as needed students; watal actues, schedules materials		Book, Read,	- Health/Mental Wellness 1.1- Demonstrates independent b	ehavior.	materials, de-escalation strategies,
Space       Learning Target: I can put away my things.       Ind positive Teedback, reque         Strategies: Working on independence, cooperative learning       Differentiation: Rivers estudies, hand over hand, varied seating       Strategies: Working on independence, cooperative learning         ONSCIOUS DISCIPUNE       Activities to Unite: Safe Keeper loox       reteaching, deexclation       strategies, differentiat         Activities to Unite: Safe Keeper loox       Activities to Commit: Large group commitments       strategies, differentiat       reteaching, deexclation         Activities to Commit: Large group commitments       Student 2: corrective feedback       strategies, differentiat       reteaching, deexclation         Strategies: Working and the set students at the door and ask which greeting they would like       Activities to Commit: Large group commitments       Student 2: corrective feedback         Student 2: corrective deexclation       strategies, adaptive materials       Student 3: offerentiat         retrotement       activities to Commit: Large group commitments       Student 3: offerentiat         strategies, Student 3: offerentiat       strategies, adaptive materials as needed       Student 3: offerentiat         could, activities to Commit: Large group commitments       Student 3: offerentiat       student 3: offerentiat         strategies, dataptive materials as needed       Student 3: offerentiat       student 3: offerentiat         could, activities			- Health/Mental Wellness 1.3 – Exhibits independent behavi	ior.	differential reinforcement, specific
Image: Langing Target: Langut away my things.       prease, statemed response in this statemed and statemed and over hand, varied seating       prease, statemed response in this statemed and over hand, varied seating         Image: Differentiations_Picture schedules, child pictures on names, hand over hand, varied seating       Student 2: corrective feedback         Image: Differentiations_Picture       Activities to Disengage the Stress Response: Balloon       Strategies, differential         Activities to Connet: Greet Students at the door and as which greeting they would like       strategies, differential       reinforcement, direct instruction visual, written, perfared and strategies, differential         Activities to Connet: Greet arg group commitments       Student 2: corrective feedback       strategies, differential         Image: Differentiation       Activities to Commit: Large group commitments       strategies, differential         Image: Differentiation       strategies, differentiation       strategies, differentiation         Image: Differentiation       strategies, differentiation       stra					and positive feedback, frequent
Stateling: How his generating of the depletation of the de			Learning Target: I can put away my things.		breaks, extended response time,
CONSCIOUS DISCIPLINE       Student 2: corrective feedback         Activities to Disengage the Stress Response: Balloon       strategies, differential         Activities to Connect: Greet students at the door and ask which greeting they would like       explicit social skills, saffoldee         Activities to Commit: Large group commitments       verbal and tactivities social skills, saffoldee         Verbal       Student 3: Differential         reinforcement, direct linstruct       reinforcement, direct linstruct         activities to Commit: Large group commitments       verbal and tactive, sensory         verbal       reinforcement direct         Student 3: Differential       reinforcement direct         Instruction Visual, written, percential strategies, adaptive materials       student 3: Differential         Student 3: Differential       reinforcement direct         instruction Visual, written, percential strategies, adaptive materials       student 3: Differential         student 4: modeling, promptin       cueing, direct instruction in so         skills, peer buddy, social storie       Student 4: modeling, promptin         skills, peer buddy, social storie       Student 5: modeling, corrective         skills, peer buddy, social storie       stategies, adaptive materials         Student 4: modeling, strategies, adaptive materials       student 4: modeling, strategies, adaptive materials         <			Strategies: Working on independence, cooperative learning		picture schedules
CONSCIUS DISCIPLINE Activities to Disergage the Stress Response: Balloon Activities to Disergage the Stress Response: Balloon Activities to Disergage the Stress Response: Balloon Activities to Connect: Greet students at the door and ask which greeting they would like Activities to Connect: Greet students at the door and ask which greeting they would like Activities to Connect: Greet students at the door and ask which greeting they would like Activities to Connect: Greet students at the door and ask which greeting they would like Activities to Commit: Large group commitments       Student 3: Differential reinforcement, Multi-sensory regulation strategies ScaTfol Instruction Visual, written, per physical, picture prompts and sensory regulation strategies, ScaTfol Instruction Stategies, ScaTfol Instruction Instruction Stategies, ScaTfol Instruction Instruction Instruction Visual, written, person regulation strategies, ScaTfol Instruction, Visual, Written, person regulation strategies, ScaTfol Instruction, ScaSpie Instruction, Visual, Written, pe			Differentiation: Picture schedules, child pictures on names, hand or	ver hand, varied seating	
Activities to Unite: Safe Keeper Box       strategies, differential         Activities to Unite: Safe Keeper Box       reinforcement, firet instruction         Activities to Consent: Creet students at the door and ask which greeting they would like       reinforcement, firet instruction         Activities to Consent: Large group commitments       strategies, differential         reinforcement, firet, server       reinforcement, firet, server         strategies, differential       reinforcement, firet, server         regulation adaptive materials       Student 3: Differential         reinforcement, fulli, sensory       regulation adaptive materials         Student 3: Differential       reinforcement, fulli, sensory         regulation adaptive materials       strategies, adaptive materials         Student 4: modeling, prompting       strategies, adaptive materials         student 5: modeling, corrective       reinforcement, fulli, sensory         regulation adaptive materials       student 4: modeling, prompting         student 5: would ave       student 5: would ave         student 4: modeling, corrective       regulation strategies, adaptive         materials       student 6: Visual cards, picture         strategies, diaptive       reinforcement, resort regulation strategies, adaptive         materials       strategies, adaptive materials					
Activities to Disengage the Stress Response: Balloon       reinforcement, direct instruction         Activities to Disengage the Stress Response: Balloon       explicit social sitis, soffolded         Activities to Connect: Greet students at the door and ask which greeting they would like       explicit social sitis, soffolded         Activities to Commit: Large group commitments       sudent 3: Differential         reinforcement Multi-sensory       regulation adaptive materials         Student 3: Differential       reinforcement Multi-sensory         regulation adaptive materials       sudent 4:modeling, promptin         using, direct instruction in strategies, adaptive materials       sudent 4:modeling, promptin         using, direct instruction in strategies, adaptive materials       sudent 4:modeling, corrective         using, direct instruction in strategies, adaptive materials       sudent 4:modeling, corrective         using, direct instruction in strategies, adaptive materials       sudent 5: Visual cards, picture materials         Student 5: Visual cards, picture schedule, safedi instruction, visual, writter, verbal physical       strategies, adaptive materials			CONSCIOUS DISCIPLINE		_
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Activities to Connect: Order and a solution and a which greening they would nice instruction -visual, written, see they and a set which greening they would nice instruction. They are applied to the set of the			Activities to Disengage the Stress Response: Balloon		
<ul> <li>Activited of Communications</li> <li>werbal and tactile sensory regulation, adaptive materials</li> <li>Student 3: Differential reinforcement Multi-sensory instructional strategies. Sardhol Instruction Visual, written, ver- physical, picture prompts and sensory regulation strategies, adaptive materials as needed</li> <li>Student 4:modeling, promptin cueing, direct instruction in so skills, peer buddy, social stri- feed back with re-teaching, instructional rategies, adaptive materials</li> <li>Student 6: Visual cards, picture schedule, scaffod instruction, visual, written, verbal physical picture prompts and cess. type of least prompts, differential reinforcement, sensory regula strategies, adaptive materials.</li> </ul>			Activities to Connect: Greet students at the door and ask which gre	eting they would like	-
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Student 6: Visual cards, pictur schedule, scaffold instruction, visual, written, verbal physical picture prompts and cues. Sys of least prompts, differential reinforcement, sensory regula strategies, adaptive materials.					
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visual, written, verbal physical picture prompts and cues. Sys of least prompts, differential reinforcement, sensory regula strategies, adaptive materials.					-
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of least prompts, differential reinforcement, sensory regula strategies, adaptive materials.					
reinforcement, sensory regula strategies, adaptive materials.					
strategies, adaptive materials.					
Breakfast/8:45-   Instructional Method: Whole   Activities: Students will line up at the door and walk quietly in the hall to the cafeteria. Students will go through the   Formative and Summative					
	Breakfast/8:45-				
Q-15 Group cafeteria line and get food or unpack items from their lunch box. Students in lunch line will put in lunch code Assessment: Observation		Group		-	Assessment: Observation
independently of with assistance. Students will maintain a level 2 conversation voice to taik while eating, when the mean				0	
Lunch <u>Critical Vocabulary:</u> is complete, students will then throw away items. Students will then be called to line up. We will then walk with a voice <u>Modifications:</u>	Lunch			hen be called to line up. We will then walk with a voice	
	12:45-1:15	Lunch Number, Cafeteria,	level of 0 back to the classroom.		Student 1: Visuals, picture cues,
Tray, Silverware, Choice, sensory strategies, adaptive		Tray, Silverware, Choice,			
Rules, Roulines, Walliels, 1		Rules, Routines, Manners,	Kentucky Early Childhood Standard:		materials, de-escalation strategies,
Open, Milk, Trash - Health/Mental Wellness 1.1- Demonstrates independent behavior. differential reinforcement, spe			Liste he was the listen in the second design of the second se	a la suita a	I dittorantial rainforcomant spacific

	- Health/Mental Wellness 1.2 - Shows social cooperation.	and positive feedback, frequent
		breaks, extended response time,
		picture schedules
	Learning Target: I can use good manners.	
	Strategies: Working on independence	Student 2: corrective feedback with
		re-teaching, de-escalation
		strategies, differential
		reinforcement, direct instruction,
		explicit social skills, scaffolded
		instruction- visual, written, physical,
		verbal and tactile, sensory
		regulation, adaptive materials
		Chudent 2. Differential
		Student 3: Differential reinforcement Multi-sensory
		instructional strategies Scaffolded
		Instruction Visual, written, verbal,
		physical, picture prompts and cues,
		sensory regulation strategies,
		adaptive materials as needed
		Student 4:modeling, prompting,
		cueing, direct instruction in social
		skills, peer buddy, social stories
		Student 5: modeling, corrective
		feed back with re-teaching,
		instructional role play, sensory
		regulation strategies, adaptive
		materials
		Student 4:modeling, prompting,
		cueing, direct instruction in social
		skills, peer buddy, social stories
		Student 5: modeling, corrective
		feed back with re-teaching,
		instructional role play, sensory
		regulation strategies, adaptive
		materials
		Student 6: Visual cards, picture
		schedule, scaffold instruction,
		visual, written, verbal physical,
		picture prompts and cues. System
		of least prompts, differential
		reinforcement, sensory regulation
		strategies, adaptive materials.
1		

Conscious	Instructional Method: Whole		Student 1: Visuals, picture cues,
Discipline	group, small group	Activities to Unite:We wish you well, safe keeper box	sensory strategies, adaptive
•		Activities to Disengage the Stress Response:Drain	materials, de-escalation strategies,
9:20-9:25	Critical Vocabulary:	Activities to Connect: We will discuss breathing activities	differential reinforcement, specific
	Commitments, Greeting,	Activities to Commit: Students will focus on one commitment for the week	and positive feedback, frequent
Activities for	Commitments, Weather,	Students will look to our Wick You Wall board and see who is at school today. Any students who are not at school will be	breaks, extended response time,
			picture schedules
Large Group 1:20-1:25	Temperature, Graph, Daily News, Safe Keeper, Breathing, Connecting, Personal Space, Feelings, Frustrated, Mad, Angry, Upset, Sad, Scared, Nervous, Happy, Excited, Joyful, All About Me, Listening, Polite	Students will look to our Wish You Well board and see who is at school today. Any students who are not at school will be placed in the heart. We will then sing "We Wish You Well" to those students and keep them in our thoughts and heart for the day.	picture schedules Student 2: corrective feedback with re-teaching, de-escalation strategies, differential reinforcement, direct instruction, explicit social skills, scaffolded instruction- visual, written, physical, verbal and tactile, sensory regulation, adaptive materials Student 3: Differential reinforcement Multi-sensory instructional strategies Scaffolded Instruction Visual, written, verbal, physical, picture prompts and cues, sensory regulation strategies, adaptive materials as needed Student 4:modeling, prompting, cueing, direct instruction in social skills, peer buddy, social stories Student 5: modeling, corrective feed back with re-teaching, instructional role play, sensory regulation strategies, adaptive materials
			Student 6: Visual cards, picture schedule, scaffold instruction, visual, written, verbal physical, picture prompts and cues. System of least prompts, differential reinforcement, sensory regulation strategies, adaptive materials.

Large Group Music and Movement 9:25-9:30 1:25-1:30	Instructional Method: Whole Group Critical Vocabulary: Instruments, Sing, Dance, Movement, Commitments, Scolings	Activities:       Students will have the opportunity to dance and sing along with music. Each child will have a ribbon, and will dance along with varying songs. We will discuss the expectations of dancing, singing, and playing a musical instrument. Students will be asked to stay in their carpet space, keep their hands and bodies to themselves, and to make sure that they are being gentle with the instrument to keep themselves safe.         Music:       Shake your sillies out, Wiggle, Freeze Dance, Action Song         Instructional Method:       Whole Group	Formative and Summative Assessment: Teacher observation, teacher checklist Modifications: Student 1: Visuals, picture cues, sensory strategies,
	Commitments, Feelings, Emotions, Friend, Yet,	<u>Critical Vocabulary:</u>	adaptive materials, de-escalation strategies, differential reinforcement, specific and positive
		Instruments, Sing, Dance, Movement, Commitments, Feelings, Emotions           Strategies:         Cooperative learning, working on independence	feedback, frequent breaks, extended response time, picture schedules
		<b>Differentiation:</b> Some students will use instruments that have handles, while others will use instruments that do not have handles. Modeling, preferential seating	Student 2: corrective feedback with
		Kentucky Early Childhood Standard:	re-teaching, de-escalation strategies, differential reinforcement, direct instruction,
		I can develop skills in appreciation of dance. I can develop skills in appreciation of music.	explicit social skills, scaffolded instruction- visual, written, physical, verbal and tactile, sensory
			regulation, adaptive materials Student 3: Differential reinforcement Multi-sensory instructional strategies Scaffolded Instruction Visual, written, verbal,
			physical, picture prompts and cues, sensory regulation strategies, adaptive materials as needed
			Student 4:modeling, prompting, cueing, direct instruction in social skills, peer buddy, social storiesStudent 5: modeling,
			corrective feed back with re-teaching, instructional role play, sensory regulation strategies,
			adaptive materials Student 6: Visual cards, picture schedule, scaffold instruction, visual, written, verbal physical,
			picture prompts and cues. System of least prompts, differential reinforcement, sensory regulation strategies, adaptive materials.

Large Group Read Aloud Activities 9:30-9:40/ 1:30-1:35	Instructional Method: Large Group Critical Vocabulary: Front, Back, Title, Read, Predict, Character, Feelings, Emotions, Respectful, Kind, Sepectful, Kind,	Activity:       Students will come to assigned seats on carpet. We will discuss the expectations for sitting on the carpet (hands and body to self, raise hand to share, etc.). We will any our Good Morning/Good Afternoon greeting song. We will then review rules of the classroom. We will discuss if we have been following rules of the classroom, and how the rules make sure that we are safe and learning in the classroom.         We will be working on Second Steps this week.         Monday: Harold and the Purple Crayon         Tuesday: Ellie         Wednesday: Chalk         Thursday: House for Harry         After reading a story, I will review patterning and sorting with the students. I will ask them to use the self talk like discussed in the second steps curriculum to help them through the task.         Books:       We will be weet at the veet as a discussed in the second steps this week encouraging artistic expression. Children will be encouraged to use a variety of materials to create at the will use a purple crayon, chalk, markers, and paint to create materpleces. I         Kentucky Early Childhood Standard: <ul> <li>L.A. 3.1 – Listens to and/or responds to reading materials with interest and enjoyment.</li> <li>L.A. 3.2 – Shows interest and understanding of the basic concepts and conventions of print.</li> <li>Math 1.3 Uses the attributes of objects for sorting and patterning.</li> <li>Ican listen to a story while sitting on the large group carpet.</li> <li>I can listen to a story while sitting on the large group carpet.</li> <li>I can handle books correctly.</li> <li>Strategies:</li> <li>Cooperative Learning</li> <li>Differentiation:</li> <li>Preferred seating. Modeling. I will</li></ul>	Formative and Summative Assessment: Teacher observation, teacher checklist Modifications: Student 1: Visuals, picture cues, sensory strategies, adaptive materials, de-escalation strategies, differential reinforcement, specific and positive feedback, frequent breaks, extended response time, picture schedules Student 2: corrective feedback with re-teaching, de-escalation strategies, differential reinforcement, direct instruction, explicit social skills, scaffolded instruction- visual, written, physical, verbal and tactile, sensory regulation, adaptive materials Student 3: Differential reinforcement Multi-sensory instructional strategies Scaffolded Instruction Visual, written, verbal, physical, picture prompts and cues, sensory regulation strategies, adaptive materials as needed Student 4:modeling, prompting, cueing, direct instruction in social skills, peer buddy, social stories Student 5: modeling, corrective feed back with re-teaching, instructional role play, sensory regulation strategies, adaptive materials
Small Group 9:40-9:50/ 1:35-1:45	Instructional Method: Small Group, Individual <u>Critical Vocabulary:</u>	Teacher Directed Activity:       Students will work on sorting or patterning, Using the information learned from the Second         Steps programs regarding self talk, students will practice using self talk to pattern and sort. Some students will use file         folder games to sort or pattern using a model. Others will sort and pattern without a model. Students will be sorting or         patterning two, three or four colors/objects.         Kentucky Early Childhood Standard:         -       Health Education 1.1 Shows social cooperation.         -       Health Education 1.2 Applies social problem solving skills.         -       Math 1.3 Uses the attributes of objects for sorting and patterning.         Learning Target:       I can solve social problems.         I can sort.       I can make a pattern	Formative and Summative Assessment: Teacher observation, teacher checklist Modifications:Student 1: Visuals, picture cues, sensory strategies, adaptive materials, de-escalation strategies, differential reinforcement, specific and positive feedback, frequent breaks, extended response time, picture schedules

		Strategies:         Hands-On, Taking Turns, Modeling         Differentiation:         Modeling, Fidgets, Hand-over-hand, use of visuals         Teacher Directed Activities: Students will be creating art based on the book we read that day.         Monday: purple crayon art to go along with Harold and the Purple Crayon         Tursday: watercolor pain to go along with Ellie         Wendexsday: Chaik outside to go along with Chaik         Thursday: student choice         Kentucky Early Childhood Standard:         -       Health Education 1.1 Shows social cooperation.         -       Health Education 1.2 Applies social problem solving skills.         -       v         Learning Target:         I can solve social problems.         Strategies:         Hands-On, Taking Turns, Modeling         Independent Activity:Kentucky Early Childhood Standard:         Strategies:         Health Education 1.1 Shows social cooperation.         -       Health Education 1.2 Applies social problem solving skills.         Learning Target: <t< th=""><th>Student 2: corrective feedback with re-teaching, de-escalation strategies, differential reinforcement, direct instruction, explicit social skills, scaffolded instruction- visual, written, physical, verbal and tactile, sensory regulation, adaptive materials Student 3: Differential reinforcement Multi-sensory instructional strategies Scaffolded Instruction Visual, written, verbal, physical, picture prompts and cues, sensory regulation strategies, adaptive materials as needed Student 4:modeling, prompting, cueing, direct instruction in social skills, peer buddy, social stories Student 5: modeling, corrective feed back with re-teaching, instructional role play, sensory regulation strategies, adaptive materials</th></t<>	Student 2: corrective feedback with re-teaching, de-escalation strategies, differential reinforcement, direct instruction, explicit social skills, scaffolded instruction- visual, written, physical, verbal and tactile, sensory regulation, adaptive materials Student 3: Differential reinforcement Multi-sensory instructional strategies Scaffolded Instruction Visual, written, verbal, physical, picture prompts and cues, sensory regulation strategies, adaptive materials as needed Student 4:modeling, prompting, cueing, direct instruction in social skills, peer buddy, social stories Student 5: modeling, corrective feed back with re-teaching, instructional role play, sensory regulation strategies, adaptive materials
Free Choice Learning Centers 9:50-10:50/ 1:45-2:45	Instructional Method: Independent Critical Vocabulary: Centers, Sharing, timer, Clothespin, Friends, appropriate, inappropriate, schedule, Commitments, Safe Place, Clean Up	<ul> <li><u>Activities:</u> Students will continue to practice checking in and out of centers this week. We will review the rules and expectations of these centers, as well as review the expectations of the centers that were open last week.</li> <li><u>Centers Available:</u> Housekeeping center, blocks, art, books, science, sensory, math, and manipulatives</li> <li><u>Kentucky Early Childhood Standard</u>:         <ul> <li>Health/Mental Wellness 1.2 - Shows social cooperation.</li> <li>Health/Mental Wellness 1.3 - Applies social problem solving skills.</li> <li>Social Studies 1.4 - Recognizes and/or follows rules within the home, school, and community.</li> </ul> </li> <li>Learning Target:         <ul> <li>I can show social cooperation.</li> </ul> </li> </ul>	Formative and Summative Assessment: Teacher checklist, Teacher Observation Modifications: Student 1: Visuals, picture cues, sensory strategies, adaptive materials, de-escalation strategies, differential reinforcement, specific and positive feedback, frequent breaks, extended response time, picture schedules
		Strategies:	

		Manipulative Hands on Independent Connective Learning	Student 2: corrective feedback with
		Manipulative, Hands-on, Independent, Cooperative Learning	Student 2: corrective feedback with re-teaching, de-escalation strategies, differential reinforcement, direct instruction, explicit social skills, scaffolded instruction- visual, written, physical, verbal and tactile, sensory regulation,adaptive materials Student 3: Differential reinforcement Multi-sensory instructional strategies Scaffolded Instruction Visual, written, verbal, physical, picture prompts and cues, sensory regulation strategies, adaptive materials as needed Student 4:modeling, prompting, cueing, direct instruction in social skills, peer buddy, social storiesStudent 5: modeling, corrective feed back with re-teaching, instructional role play, sensory regulation strategies, adaptive materials
11:05-11:35/ 2:55-3:20	Instructional Method: Large group, individual, small group Critical Vocabulary: Rules, Sharing, manners, pedal, skip, hop, tricycle,	Activities Available: Weather permitting, we will go out to the playground. Students will be able to play on the playground, play with the outdoor xylophone, and ride tricycles. Kentucky Early Childhood Standard: P.E 1.1 Performs a variety of locomotor skills with control and balance. P.E. 1.2 Performs a variety of non-locomotor skills with control and balance. Learning Targets: I can skip. I can climb. I can pedal a tricycle. I can throw a ball.	Formative and Summative Assessment: Teacher Observation, teacher checklist Modifications: Student 1: Visuals, picture cues,
	toss, obstacles	Strategies: Cooperative Morning <u>Thematic Prop:</u> outdoor xylophone	sensory strategies, adaptive materials, de-escalation strategies, differential reinforcement, specific and positive feedback, frequent breaks, extended response time, picture schedules
			Student 2: corrective feedback with re-teaching, de-escalation strategies, differential reinforcement, direct instruction, explicit social skills, scaffolded instruction- visual, written, physical, verbal and tactile, sensory regulation, adaptive materials
			Student 3: Differential reinforcement Multi-sensory

			instructional strategies Scaffolded Instruction Visual, written, verbal, physical, picture prompts and cues, sensory regulation strategies, adaptive materials as needed Student 4:modeling, prompting, cueing, direct instruction in social skills, peer buddy, social stories Student 5: modeling, corrective feed back with re-teaching, instructional role play, sensory regulation strategies, adaptive materials
Dismissal: 11:45-12:00/ 3:25-3:40	Instructional Method:Whole group, individual Critical Vocabulary: Lineup, backpack, cubbies, folders, Sign-Out	Activity: Students will come to the carpet for a closing circle. We will discuss our day, and review our learning goals and targets. We will talk about what to look forward tomorrow at school. We will also discuss expectations for dismissal, who is a car rider or a bus rider.         Kentucky Early Childhood Standard:         - Social Studies 1.4 - Recognizes and/or follows rules within the home, school, and community.         - Health/Mental Wellness 1.1 - Demonstrates independent behavior.         Learning Targets:         I can take care of my belongings; I can walk in a line.         Strategies:         Hands-On, Cooperative Learning         CONSCIOUS DISCIPLINE         Activities to Unite: Goodbye Song         Activities to Connect: We roll the dice to pick a breathing activity.         Activities to Connect: We roll the dice to pick a connecting activity.         Activities to Commit: Students will commit to a hallway commitment to work on.	Formative and Summative Assessment: Teacher Observation, Teacher Checklist Modifications: Student 1: Visuals, picture cues, sensory strategies, adaptive materials, de-escalation strategies, differential reinforcement, specific and positive feedback, frequent breaks, extended response time, picture schedules Student 2: corrective feedback with re-teaching, de-escalation strategies, differential reinforcement, direct instruction, explicit social skills, scaffolded instruction- visual, written, physical, verbal and tactile, sensory regulation, adaptive materials Student 3: Differential reinforcement Multi-sensory instructional strategies Scaffolded Instruction Visual, written, verbal, physical, picture prompts and cues, sensory regulation strategies, adaptive materials as needed Student 4:modeling, prompting, cueing, direct instruction in social skills, peer buddy, social stories Student 5: modeling, corrective feed back with re-teaching, instructional role play, sensory

		regulation strategies, adaptive materials
FRIDAY	Fridays for home visits, planning, ARC meetings and room preparation.	