

Teacher: Sarah Mills

Instructional Assistant: Cara Hall

Topic: traditions/Cultures/Food

Date: Nov 26-30

Arrival
8:30-8:45
12:30-12:45

Instructional Method:Individual

Critical Vocabulary:
Greet, Backpack, Cubby, Folder, Soap, Towel, Book, Read, Responsibility, Personal Space

Activities: Students will come in and put their belongings in their cubbies. They will then proceed to the sink to wash their 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 school for the day. They will find their name on their bug and put it on the Who Buzzed Into School Today? chart. Students will then proceed to their seats and work on morning activities (coloring, books, writing)

Kentucky Early Childhood Standard:

- Health/Mental Wellness 1.1- Demonstrates independent behavior.
- Health/Mental Wellness 1.3 – Exhibits independent behavior.

Learning Target: I can put away my things.

Strategies:Working on independence, cooperative learning

Differentiation: Picture schedules, child pictures on names, hand over hand, varied seating

CONSCIOUS DISCIPLINE

Activities to Unite: Safe Keeper Box

Activities to Disengage the Stress Response: Balloon

Activities to Connect: Greet students at the door and ask which greeting they would like

Activities to Commit: Large group commitments

Formative and Summative Assessment: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

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.

Student 7:Direct instruction for visual cues, modeling, system of least prompts, and graduated guidance, sensory regulation strategies, direct instruction in fine motor skill development, direct instruction in visual motor skill development, direct instruction in

			<p>visual perceptual skill development, adaptive materials as needed</p> <p>Student 8: modeling, partial participation, system of least prompts, direct instruction. direct instruction in fine motor skill development, direct instruction in sensory regulation strategies.</p> <p>student 9: modeling, corrective feed back with re-teaching, instructional role play, sensory regulation strategies, adaptive materials</p>
<p>Breakfast/8:45-9:15 Lunch 12:45-1:15</p>	<p>Instructional Method:Whole Group</p> <p>Critical Vocabulary: Lunch Number, Cafeteria, Tray, Silverware, Choice, Rules, Routines, Manners, Open, Milk, Trash</p>	<p>Activities: Students will line up at the door and walk quietly in the hall to the cafeteria. Students will go through the cafeteria line and get food or unpack items from their lunch box. Students in lunch line will put in lunch code independently or with assistance. Students will maintain a level 2 conversation voice to talk while eating. When the meal is complete, students will then throw away items. Students will then be called to line up. We will then walk with a voice level of 0 back to the classroom.</p> <p>Kentucky Early Childhood Standard:</p> <ul style="list-style-type: none"> - Health/Mental Wellness 1.1- Demonstrates independent behavior. - Health/Mental Wellness 1.2 - Shows social cooperation. <p>Learning Target:I can use good manners.</p> <p>Strategies: Working on independence</p>	<p>Formative and Summative Assessment: Observation</p> <p>Modifications:</p> <p>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</p> <p>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</p> <p>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</p> <p>Student 4:modeling, prompting, cueing, direct instruction in social skills, peer buddy, social stories</p> <p>Student 5: modeling, corrective feed back with re-teaching, instructional role play, sensory regulation strategies, adaptive materials</p> <p>Student 4:modeling, prompting, cueing, direct instruction in social skills, peer buddy, social stories</p>

			<p>Student 5: modeling, corrective feed back with re-teaching, instructional role play, sensory regulation strategies, adaptive materials</p> <p>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.</p> <p>Student 7: Direct instruction for visual cues, modeling, system of least prompts, and graduated guidance, sensory regulation strategies, direct instruction in fine motor skill development, direct instruction in visual motor skill development, direct instruction in visual perceptual skill development, adaptive materials as needed</p> <p>Student 8: modeling, partial participation, system of least prompts, direct instruction. direct instruction in fine motor skill development, direct instruction in sensory regulation strategies.</p> <p>student 9: modeling, corrective feed back with re-teaching, instructional role play, sensory regulation strategies, adaptive materials</p>
<p>Conscious Discipline 9:20-9:25</p> <p>Activities for Large Group 1:20-1:25</p>	<p>Instructional Method: Whole group, small group</p> <p>Critical Vocabulary: Commitments, Greeting, Commitments, Weather, Temperature, Graph, Daily News, Safe Keeper, Breathing, Connecting, Personal Space, Feelings, Frustrated, Mad, Angry, Upset, Sad, Scared,</p>	<p>Activities to Unite: We wish you well, safe keeper box Activities to Disengage the Stress Response: Drain Activities to Connect: We will discuss breathing activities Activities to Commit: Students will focus on one commitment for the week</p> <p>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.</p> <p>Learning Targets: I can show social cooperation I can apply social problem solving skills.</p>	<p>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</p> <p>Student 2: corrective feedback with re-teaching, de-escalation strategies, differential reinforcement, direct instruction, explicit social skills, scaffolded</p>

	<p>Nervous, Happy, Excited, Joyful, All About Me, Listening, Polite</p>		<p>instruction- visual, written, physical, verbal and tactile, sensory regulation,adaptive materials</p> <p>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</p> <p>Student 4: modeling, prompting, cueing, direct instruction in social skills, peer buddy, social stories</p> <p>Student 5: modeling, corrective feed back with re-teaching, instructional role play, sensory regulation strategies, adaptive materials</p> <p>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.</p> <p>Student 7: Direct instruction for visual cues, modeling, system of least prompts, and graduated guidance, sensory regulation strategies, direct instruction in fine motor skill development, direct instruction in visual motor skill development, direct instruction in visual perceptual skill development, adaptive materials as needed</p> <p>Student 8: modeling, partial participation, system of least prompts, direct instruction. direct instruction in fine motor skill development, direct instruction in sensory regulation strategies.</p> <p>student 9: modeling, corrective feed back with re-teaching, instructional role play, sensory regulation strategies, adaptive materials</p>
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<p>Large Group Music and Movement 9:25-9:30 1:25-1:30</p>	<p>Instructional Method: Whole Group</p> <p>Critical Vocabulary: Instruments, Sing, Dance, Movement, Commitments, Feelings, Emotions, Friend, Yet,</p>	<p>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.</p> <p>Music: Autumn, Autumn Leaves are Falling Down, Scarecrow Song</p> <p>Instructional Method: Whole Group</p> <p>Critical Vocabulary: Instruments, Sing, Dance, Movement, Commitments, Feelings, Emotions</p> <p>Strategies: Cooperative learning, working on independence</p> <p>Differentiation: Some students will use instruments that have handles, while others will use instruments that do not have handles. Modeling, preferential seating</p> <p>Kentucky Early Childhood Standard: I can develop skills in appreciation of dance. I can develop skills in appreciation of music.</p>	<p>Formative and Summative Assessment: Teacher observation, teacher checklist</p> <p>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</p> <p>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</p> <p>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</p> <p>Student 4: modeling, prompting, cueing, direct instruction in social skills, peer buddy, social stories</p> <p>Student 5: modeling, corrective feed back with re-teaching, instructional role play, sensory regulation strategies, adaptive materials</p> <p>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.</p> <p>Student 7: Direct instruction for visual cues, modeling, system of least prompts, and graduated guidance, sensory regulation strategies, direct instruction in fine motor skill development, direct instruction in visual motor skill development, direct instruction in visual perceptual skill development, adaptive materials as needed</p>
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			<p>Student 8: modeling, partial participation, system of least prompts, direct instruction. direct instruction in fine motor skill development, direct instruction in sensory regulation strategies.</p> <p>student 9: modeling, corrective feed back with re-teaching, instructional role play, sensory regulation strategies, adaptive materials</p>
<p>Large Group Read Aloud Activities 9:30-9:40/ 1:30-1:35</p>	<p>Instructional Method: Large Group</p> <p>Critical Vocabulary: Front, Back, Title, Read, Predict, Character, Feelings, Emotions, Respectful, Kind,</p>	<p>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 sing 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.</p> <p>Monday: Arthur Jumps Into Fall Tuesday: Otis Wednesday: Arthur Helps Out Thursday: Otis’s Busy Day</p> <p>Books: Arthur Helps Out, Otis, Arthur Helps Out, Otis’s Busy Day</p> <p>Kentucky Early Childhood Standard: LA.3.3 Demonstrates knowledge of the alphabet. LA.3.4 Demonstrates emergent phonemic/phonological awareness. LA.3.5 Draws meaning from pictures, print, and text.</p> <p>Learning Target: I can participate actively in storytime. I can make predictions concerning everyday experiences and life.</p> <p>Strategies: Cooperative Learning</p> <p>Differentiation: Preferred seating, Modeling. I will ask students to answer questions either verbally or using visuals, whichever is most appropriate to that student. Fidgets, hand over hand.</p>	<p>Formative and Summative Assessment: Teacher observation, teacher checklist</p> <p>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</p> <p>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</p> <p>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</p> <p>Student 4: modeling, prompting, cueing, direct instruction in social skills, peer buddy, social stories</p> <p>Student 5: modeling, corrective feed back with re-teaching, instructional role play, sensory</p>

			<p>regulation strategies, adaptive materials</p> <p>Student 7: Direct instruction for visual cues, modeling, system of least prompts, and graduated guidance, sensory regulation strategies, direct instruction in fine motor skill development, direct instruction in visual motor skill development, direct instruction in visual perceptual skill development, adaptive materials as needed</p> <p>Student 8: modeling, partial participation, system of least prompts, direct instruction. direct instruction in fine motor skill development, direct instruction in sensory regulation strategies.</p> <p>student 9: modeling, corrective feedback with re-teaching, instructional role play, sensory regulation strategies, adaptive materials</p>
<p>Small Group 9:40-9:50/ 1:35-1:45</p>	<p><u>Instructional Method:</u> Small Group, Individual</p> <p><u>Critical Vocabulary:</u></p>	<p><u>Teacher Directed Activity:</u> Students will work on number identification and writing and number concepts on Tuesday and Thursday</p> <p><u>Kentucky Early Childhood Standard:</u> Math 1.1 Demonstrates an understanding of numbers and counting</p> <p><u>Learning Target:</u> I can recognize numbers.M.1.1 I can count. M.1.1</p> <p><u>Strategies:</u> Hands-On, Taking Turns, Modeling</p> <p><u>Differentiation:</u> Modeling, Fidgets, Hand-over-hand, use of visuals</p> <p><u>Teacher Directed Activities:</u> <u>Kentucky Early Childhood Standard:</u> Math 1.1 Demonstrates an understanding of numbers and counting <u>Learning Target:</u> I can recognize numbers.M.1.1</p>	<p><u>Formative and Summative Assessment:</u> Teacher observation, teacher checklist</p> <p><u>Modifications:</u> 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</p> <p>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</p> <p>Student 3: Differential reinforcement Multi-sensory instructional strategies Scaffolded</p>

		<p>I can count. M.1.1</p> <p>Learning Target: I can solve social problems.</p> <p>Strategies: Hands-On, Taking Turns, Modeling</p> <p>Students will work on number 2 activities.</p> <p>Teacher directed activity: Students will work on letter identification and formation on Monday and Wednesday. Students will make letters with playdoh, sticks, chalkboards, or dry erase boards. Letter I this week.</p> <p>Kentucky Early Childhood Standard: Language Arts Demonstrates knowledge of the alphabet. LA.3.3</p> <p>Learning Target: I can recognize some letters. LA. 3.3 Strategies: Hands-On, Taking Turns, Modeling</p> <p>Kentucky Early Childhood Standard: Language Arts Demonstrates knowledge of the alphabet. LA.3.3</p> <p>Learning Target: I can recognize some letters. LA. 3.3 Strategies: Hands-On, Taking Turns, Modeling</p> <p>Independent Activity:Kentucky Early Childhood Standard:Language Arts: Demonstrates knowledge of the alphabet. LA. 3.3.</p> <p>Learning Target: I can recognize some letters.</p> <p>Strategies: Hands-On, Taking Turns, Modeling</p>	<p>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</p> <p>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.</p> <p>Student 7: Direct instruction for visual cues, modeling, system of least prompts, and graduated guidance, sensory regulation strategies, direct instruction in fine motor skill development, direct instruction in visual motor skill development, direct instruction in visual perceptual skill development, adaptive materials as needed</p> <p>Student 8: modeling, partial participation, system of least prompts, direct instruction. direct instruction in fine motor skill development, direct instruction in sensory regulation strategies.</p> <p>student 9: modeling, corrective feed back with re-teaching, instructional role play, sensory regulation strategies, adaptive materials</p>
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<p>Free Choice Learning Centers 9:50-10:50/ 1:45-2:45</p>	<p>Instructional Method: Independent</p> <p>Critical Vocabulary: Centers, Sharing, timer, Clothespin, Friends, appropriate, inappropriate, schedule, Commitments, Safe Place, Clean Up</p>	<p>Activities: 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.</p> <p>Centers Available: Housekeeping center, blocks, art, books, science, sensory, math, and manipulatives</p> <p>Kentucky Early Childhood Standard:</p> <ul style="list-style-type: none"> - Health/Mental Wellness 1.2 - Shows social cooperation. - Health/Mental Wellness 1.3 - Applies social problem solving skills. - Social Studies 1.4 - Recognizes and/or follows rules within the home, school, and community. <p>Learning Target: I can show social cooperation.</p> <p>Strategies: Manipulative, Hands-on, Independent, Cooperative Learning</p>	<p>Formative and Summative Assessment: Teacher checklist, Teacher Observation</p> <p>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</p> <p>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</p> <p>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</p> <p>Student 4: modeling, prompting, cueing, direct instruction in social skills, peer buddy, social stories</p> <p>Student 5: modeling, corrective feed back with re-teaching, instructional role play, sensory regulation strategies, adaptive materials</p> <p>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.</p> <p>Student 7: Direct instruction for visual cues, modeling, system of least prompts, and graduated guidance, sensory regulation strategies, direct instruction in fine motor skill development, direct instruction in visual motor skill development, direct instruction in visual perceptual skill development, adaptive materials as needed</p>
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<p>Gross Motor 11:05-11:35/ 2:55-3:20</p>	<p><u>Instructional Method:</u> Large group, individual, small group</p> <p><u>Critical Vocabulary:</u> Rules, Sharing, manners, pedal, skip, hop, tricycle, toss, obstacles</p>	<p><u>Activities Available:</u> 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.</p> <p><u>Kentucky Early Childhood Standard:</u> 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.</p> <p><u>Learning Targets:</u> I can skip. I can climb. I can pedal a tricycle. I can throw a ball.</p> <p><u>Strategies:</u> Cooperative Morning</p> <p><u>Thematic Prop:</u> outdoor xylophone</p>	<p><u>Formative and Summative Assessment:</u>Teacher Observation, teacher checklist</p> <p><u>Modifications:</u> 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</p> <p>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</p> <p>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,</p>

			<p>instructional role play, sensory regulation strategies, adaptive materials</p> <p>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.</p> <p>Student 7: Direct instruction for visual cues, modeling, system of least prompts, and graduated guidance, sensory regulation strategies, direct instruction in fine motor skill development, direct instruction in visual motor skill development, direct instruction in visual perceptual skill development, adaptive materials as needed</p> <p>Student 8: modeling, partial participation, system of least prompts, direct instruction. direct instruction in fine motor skill development, direct instruction in sensory regulation strategies.</p> <p>student 9: modeling, corrective feedback with re-teaching, instructional role play, sensory regulation strategies, adaptive materials</p>
<p>Dismissal: 11:45-12:00/ 3:25-3:40</p>	<p>Instructional Method: Whole group, individual</p> <p>Critical Vocabulary: Lineup, backpack, cubbies, folders, Sign-Out</p>	<p>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.</p> <p>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.</p> <p>Learning Targets: I can take care of my belongings; I can walk in a line.</p> <p>Strategies: Hands-On, Cooperative Learning</p>	<p>Formative and Summative Assessment: Teacher Observation, Teacher Checklist</p> <p>Modifications: Student 1: Visuals, picture cues, sensory strategies, adaptive materials, de-escalation strategies, differential reinforcement, specific and positive feedback, frequent breaks,</p>

		<p>CONSCIOUS DISCIPLINE</p> <p>Activities to Unite: Goodbye Song</p> <p>Activities to Disengage the Stress Response: We roll the dice to pick a breathing activity.</p> <p>Activities to Connect: We roll the dice to pick a connecting activity.</p> <p>Activities to Commit: Students will commit to a hallway commitment to work on.</p>	<p>extended response time, picture schedules</p> <p>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</p> <p>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</p> <p>Student 4: modeling, prompting, cueing, direct instruction in social skills, peer buddy, social stories</p> <p>Student 5: modeling, corrective feedback with re-teaching, instructional role play, sensory regulation strategies, adaptive materials</p> <p>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.</p> <p>Student 7: Direct instruction for visual cues, modeling, system of least prompts, and graduated guidance, sensory regulation strategies, direct instruction in fine motor skill development, direct instruction in visual motor skill development, direct instruction in visual perceptual skill development, adaptive materials as needed</p> <p>Student 8: modeling, partial participation, system of least prompts, direct instruction. direct instruction in fine motor skill development, direct instruction in sensory regulation strategies.</p> <p>student 9: modeling, corrective feedback with re-teaching, instructional</p>
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			role play, sensory regulation strategies, adaptive materials
FRIDAY		Fridays for home visits, planning, ARC meetings and room preparation.	