**December Roundtable**

**Accommodating Individual Children’s Needs**

**In attendance: Kristine Mulligan, Linda Cote, Jessica Jacobs, Monique Giordano, Laura Power, Carrie Marshall, Jessica Emond, Pam Duffy**

* **Circle Time and how to be productive for the 1-2 children who are not able to fully participate- *ignoring vs. including:***
  + Discussion about what are your goals for this child- is it to get them to participate in a large group activity, or is it the content of circle?
  + If it is to get them to participate- start with short, measurable goals (i.e. sit for 2 minutes) and then build on that (i.e. add 1 more minute).
  + If it is the content of circle, then think of other ways you can get the same information to them in a more appropriate manner (i.e. counting in the block center)
  + Include movement and music activities first and often to help children who need to wiggle
  + Have a library or other quiet center near circle so the child who is not yet ready to sit in circle can do a quiet activity within hearing distance
  + Use of carpet squares with names so you can be strategic with placement
* **Children who have difficulty transitioning:**
  + Find a motivator for the child at the next aspect of the transition- i.e. when you come in from the playground, you will be able to play with the cars
  + Reference visuals to help the children understand the routine
  + 1st/then language
* **Home School Connections and meeting each child’s needs**
  + Using goals that may be specific to certain children but won’t hurt other children to practice and rotate.
  + Group children by needs (there is a form that can be used to help with this- see Pam Duffy)
  + Keep ideas in a file for future use
  + Split weekly work- 1 teacher does lesson plan, 1 teacher does the HSC to reduce the workload of weekly expectations
* **Setting individualized goals with families and keeping them developmentally appropriate:** 
  + Remind families that they are the most important teacher for their child, if they have a goal you are unable to work on in class, give them suggestions on how they can work on them at home
  + Use newsletters as an avenue to point out how children are learning through the different learning centers- give families suggestions of what they can do at home (coordinate with the creative curriculum discussed at family nights- send this information home to families who cannot attend)
  + Sign families up for 1 day to volunteer in the classroom so they can see the whole picture of how children are learning- have resources to point out what children are learning in each center so they have a purpose when observing and volunteering