

A glance at the  
social, cognitive, and  
communication diversity  
across multiple ages and  
developmental stages...

# A Classroom Snapshot

Mukilteo School District  
Special Education  
Preschool Classes

for 3-5 years olds with  
Developmental Delays



# A Communication based Preschool Program focusing on...

<u>Fine Motor</u> Grasp Manipulation Handwriting	<u>Gross Motor</u> Balance Coordination Sports	<u>Cognition</u> Learning Attention Thinking
<u>Social Skills</u> Friendships Confidence Self Esteem	<u>Adaptive Skills</u> Toileting Eating Dressing	<u>Play</u> Imagination Games Creativity

# Communication Milestones

## ○ Milestones by 1 year old

- • Recognizes name
- • Says 2-3 words besides "mama" and "dada"
- • Understands simple instructions

## ○ Milestones for 1-2 years old

- • Understands "no"
- • Uses 10 to 20 words, including names
- • Combines two words such as "daddy bye-bye"
- • Waves good-bye and plays pat-a-cake
- • Points to toes, eyes, and nose
- • Brings object from another room when asked

## ○ Milestones for 2-3 years old

- • Carries on 'conversation' with self and dolls
- • Asks "what's that?" And "where's my?"
- • Has a 450 word vocabulary
- • Gives first name, holds up fingers to tell age
- • Combines nouns and verbs "mommy go"
- • Names common pictures and things
- • Uses short sentences like "me want cookie"

## Milestones for 3-4 years old

- Can tell a story
- Has a sentence length of 4-5 words
- Has a vocabulary of nearly 1000 words
- Understands "yesterday," "summer", "lunchtime",
- Begins to obey requests like "put the block under"

## Milestones for 4-5 years old

- Has sentence length of 4-5 words
- Uses past tense correctly
- Has a vocabulary of nearly 1500 words
- Understands "In the morning", "next", "noontime"
- Asks many questions, asks "who?" And "why?"

## Milestones for 5-6 years old

- Has a sentence length of 5-6 words
- Has a vocabulary of around 2000 words
- Defines objects by their use
- Knows spatial relations like "on top", "behind", "far"
- Understands "same" and "different"
- Asks questions for information



# Communication Diversity

- Most students have IEP goals in the area of communication.
- Communication delays can include expressive, receptive and articulation skills.
- Each unique communication delay can be due to a variety of reasons including hearing loss, oral motor issues and processing delays.
- Some students are also English Language Learners (ELL).



# Communication Strategies

A communication switch is used for students to seek help or gain attention. The black button on the upper right corner of this placemat says "more."



Pictures are often used to facilitate communication and to provide a visual support for students.



# Communication Supports



This is a sample classroom schedule for students. Having a consistent framework for learning supports students with communication delays.

Using a simple First/Then approach to alleviate anxiety over transitions.

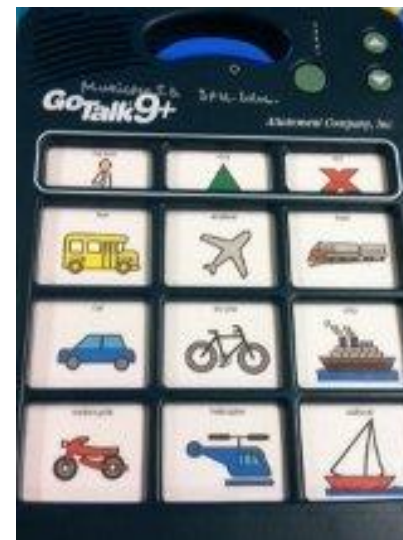


# Communication Strategies

Sign language is used to support understanding. The Speech and Language Pathologist (SLP) is signing “under” while verbalizing and demonstrating the concept.



Communication devices are used with students with very limited verbal abilities.



# Communication Prompting

As students become more independent, the level of prompting is reduced. Many students also need wait time before they can answer or respond.





# Gross Motor

- The Physical Therapist (PT) works with students who qualify for gross motor services.
- The PT takes kids to the “gym”, which is a therapy room.
- Gross Motor skills include running, jumping, crawling and other large muscle activities.
- The PT helps the classroom staff adapt equipment, such as chairs, to support students with Gross Motor needs.



# Fine Motor

- An occupational therapist (OT) works with children who qualify for services.
- The OT works with students individually or in small groups, usually in the classroom.
- Fine motor skills include building with small toys, cutting, drawing, writing and other hand use.





# Using Academics to Develop Cognition, Social & Communication Growth

- Many students have Individual Education Plan (IEP) goals in the area of cognition.
- Includes understanding concepts, remembering, and solving problems.
- General education curriculum is used with modifications and supports to meet individual needs.
- Integration of social studies, science, math concepts, and literacy skills are addressed within a monthly theme.



# Preschool Learning

Clear learning targets are provided. Targets give instructional purpose to the students, as well as adults.

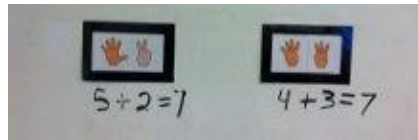


Student learning is regularly monitored to determine the next steps for instruction.

Name	I can say the color.	I can draw the color.	I can write the color.
Ashley	+	+	-
Brianna	+	+	-
Brooklyn	+	+	-
Diana	+	+	✓
Ellie	+	+	-
Erin	✓	-	+
Sarah	+	+	-
Taylor	+	+	+
Leah	?	-	+
Phyllis	-	-	+

Name	I can say the color.	I can draw the color.	I can write the color.
Ashley	+	+	-
Brianna	+	+	-
Brooklyn	+	+	-
Diana	+	+	✓
Ellie	+	+	-
Erin	✓	-	+
Sarah	+	+	-
Taylor	+	+	+
Leah	?	-	+
Phyllis	-	-	+

# Preschool Learning



Singing songs, reciting poems, and drawing pictures support memory and create connections for future learning.

A predictable framework allows new learning to occur. This is a sample circle time schedule.



# Preschool Learning



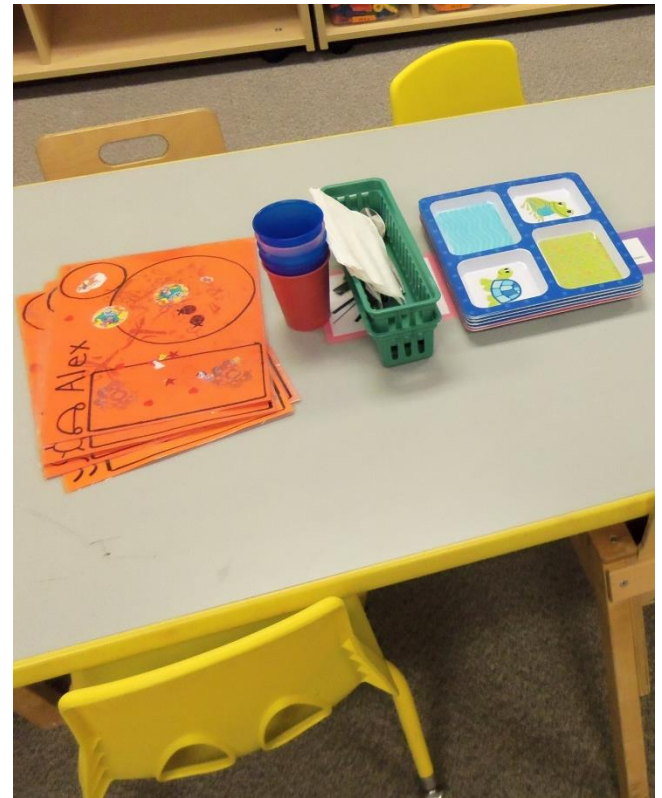
Small group activities are designed to help all levels of learners and to support a variety of abilities.



In addition to cognitive skills, students are working on fine motor and communication skills.

# Adaptive Skills

- Snack time is an important time for working on feeding skills, as well as communication.
- Toileting skills are worked when a child is ready.
- Students are expected to learn how to put their coat on independently.



# Socialization Skills

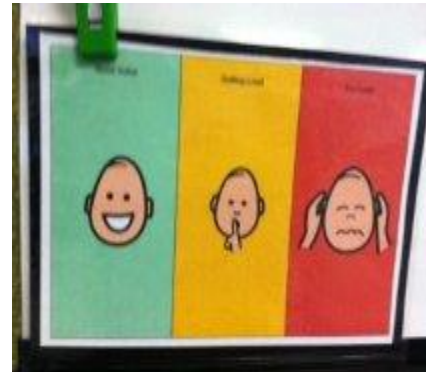


- Some students have Individual Education Plan (IEP) goals in the area of socialization.
- Social-emotional development includes the ability to relate with others, play, and regulate one's emotions and behavior.
- All preschoolers benefit from a strong social program to best prepare them for kindergarten and beyond.



# Social Support Strategies

Social skills lessons are taught using puppets, stories and teacher supported scripting when needed.



Clear expectations are taught, reviewed and supported daily for all aspects of the daily routine. This is a picture of circle time expectations.

# Social Support Strategies



Social and emotional supports are embedded throughout the day, such as checklists, picture cues, job lists and taking turns.



The emotion wheel is also used to recognize and name feelings in self and others and to learn to read facial expressions.

**“Play is often talked about as if it were a relief  
from serious learning.  
But, for children, play is serious learning.  
Play is really the work of childhood.”**

**—Fred Rogers**

