

DEVELOPMENTAL KINDERGARTENS IN BONNEVILLE JOINT SCHOOL DISTRICT #93

The developmental kindergarten programs in Bonneville Joint School District #93 are district-wide programs located at Hillview, Ammon, and Cloverdale Elementary Schools. The teachers in the classrooms follow the kindergarten curriculum guidelines and use the same materials used in the other kindergartens. Children with disabilities are provided extra support from additional staff in the classrooms and through some direct instruction during portions of the school day.

Our typical students:

- Have participated in the developmental preschools for 1-2 years and continue to demonstrate significant disabilities.
- Have significant language delays that are not related to learning English as a Second Language; or
- Have significant behavioral or social emotional delays (has difficulty following rules, initiating and maintaining relationships with adults or other children, and/or has difficulty regulating his/her emotions); or
- Have a specific disability such as cognitive impairment, cerebral palsy, autism, physical disability requiring extra adult support to assist with everyday life skills such as toileting, eating, dressing, etc.; or
- Have a significant delay in more than one of the following – pre-academic skills, language, social-emotional, adaptive, or motor development.
- Require on-going, consistent support to gain new skills, maintain attention to task, or assistance with daily life skills *after the home school has attempted many pre-referral interventions for 8 weeks or longer.*

Indicators of developmental delays:

Social emotional

If after 6-8 weeks of kindergarten:

- ✓ Child is not able to control emotions, cannot regain control when angry, or is so disruptive that you cannot teach class.
- ✓ Child is not independent- cannot put on coat, find way around class, open milk carton, etc.
- ✓ Child is unaware of safety issues
- ✓ Child is very inappropriate in the classroom, has poor interactive skills, and may be ostracized by peers.
- ✓ Child cannot attend in class during large or small group instructional times.

Pre-academic

If after 6-8 weeks of kindergarten:

- ✓ Child does not know colors.
- ✓ Child cannot count to 10 by rote.
- ✓ Child does not have any book skills.
- ✓ Child cannot state age, full name, or gender.
- ✓ Child lacks basic general knowledge.
- ✓ If in six weeks, child cannot recognize name, sing ABC song, count to 5 with 1-1 correspondence, know 1-2 letters of own name.

Language

- ✓ Child has limited labeling vocabulary.
- ✓ Child has limited conceptual vocabulary
- ✓ Child can only follow one-step directions or needs one-step directions stated more than once.
- ✓ Child's sentence structure is irregular.
- ✓ Child has difficulty listening to stories, songs, fingerplays

Motor

If after 6-8 weeks of instruction in kindergarten:

- ✓ Child cannot open and shut scissors when cutting, ripping paper instead of cutting.
- ✓ Child doesn't hold pencil or crayons correctly. Child has difficulty tracing/writing name.
- ✓ Child can't copy circle or a straight line.
- ✓ Child can't draw a simple 5-7 part person.
- ✓ Child cannot write name from a model.

Pre-referral intervention suggestions for classroom teacher

Writing/fine motor delays

- ✓ Use a shorter pencil –(golf pencils work well) for children who have difficulty with weak grasp
- ✓ Handwriting without Tears program
- ✓ Trace over name written in yellow marker
- ✓ Have a model of child's name available at child's seat
- ✓ Have child begin with first letter of name and add rest of letters as child becomes familiar with letter production
- ✓ Ask resource teacher for adaptive scissors for a child who has difficulty opening and closing scissors
- ✓ Provide struggling child with model that is already cut out for center/art activity
- ✓ Cut the harder portion then allow child to cut straighter lines

Attention

- ✓ Seat child near teacher during story time
- ✓ Teach listening behavior as a part of the beginning of the year instruction
- ✓ Ask parents for the ways they help their child at home
- ✓ Send home list of songs and fingerplays used in school for parent to pre-teach child at home.
- ✓ Ask child to help hold book or particular prop for story
- ✓ Seat child in a chair if child has difficulty keeping hands off peers
- ✓ Use a behavior chart with stickers, etc (use counselor or school psychologist to assist)
- ✓ Ensure the time for story/group instructional purposes is not too long
- ✓ Give child job to do that allows for movement
- ✓ Intersperse teacher talk with opportunities for children to move and actively participate in activity
- ✓ Give children an overview of days activities through pictures
- ✓ Provide a quiet place to do work for inattentive children
- ✓ Use a timer for work
- ✓ Allow child to complete work at home if time for work is over

Language/listening skills

- ✓ Slow down rate of speech
- ✓ Reduce length of sentences used in giving directions
- ✓ Teach and practice listening behavior at the beginning of the year then practice skills throughout the year.
- ✓ Check for understanding by asking other students to repeat activity
- ✓ Use pictures to demonstrate order of activity – picture of crayon first to color, picture of scissors second to cut, picture of glue third to paste together
- ✓ Send home list of songs and fingerplays used in school for parent to pre-teach child at home

- ✓ Read a storybook more than once to increase understanding and interest – use parent helpers to read story in center to individual or small group of children.
- ✓ If child mispronounces a word repeat it back with sounds missed enunciated correctly
- ✓ Reduce number of directions given to class especially at the beginning of the school year
- ✓ Pair a child who understands directions with a child who needs more help
- ✓ Use school speech pathologist for guidance in other pre-referral interventions