

Introduction

During this time of remote instruction, teaching teams will need to demonstrate increased flexibility regarding how to support preschool children with Individualized Education Programs (IEPs). Teaching teams may need to ask the family/caregiver more questions to gather information and use a range of strategies to support families/caregivers and children. Teaching teams may also need to provide small group sessions with children to work on specific skills. This document provides guidance on how to (a) support the progress of groups of children academically, socially and emotionally, (b) plan opportunities for children to participate in developmentally appropriate activities and (c) support families/caregivers by modeling and providing strategies for them to work on specific skills with their child.

This guidance may be helpful for teaching teams that are new to working in a preschool special education classroom. It can also help to build upon the practices currently being implemented by teaching teams working with preschool children with IEPs.

Pre-Planning

In preparation for small group sessions, teaching teams should:

- Prepare questions for the family/caregiver regarding their experience with remote learning, e.g., “What has worked well?”, “What would they like to see improve?”;
- Prepare questions for the family/caregiver regarding prior experiences, interests and concerns as they work with their child on this skill;
- Review ongoing assessment data to identify children’s strengths and areas for growth so you can determine where they are and what support is needed to make progress;
- Identify the skills that children will focus on during the small group session;
- Determine groups for children to work on identified skills (children can work in pairs or small groups which will change based on need);
- Determine the prerequisite skills that children will need prior to working on this skill;
- Identify a list of materials that families/caregivers might use with their child;
- Consider the language you may use to prompt or model for families/caregivers as you work through the procedure for the lesson

Please note that targeted skills/concepts in small group sessions should not be separate, but should be directly linked/aligned to the current unit of study being used in the classroom. Remember that the key to small group sessions is to make them flexible and fluid, so children are working with different peers to build and reinforce the skills they need to master. Groups should rotate based on children’s readiness levels and interests.

Format for Session

- Identify the skill you will be working on/continue to work on during this session;
- Explain the procedure to the family/caregiver for the session, including any strategies you will be using, e.g., prompting, hand-over-hand support, positive reinforcement;
- Model/provide verbal steps for procedure as you work with the family/caregiver and their child;
- Use an “I do” (demonstration/direct instruction), “we do” (prompt/model), “you do” (practice/provide feedback) approach.

End of Session

Toward the end of each remote session, the teacher and the family/caregiver should discuss what the next session will look like and what the family/caregiver can work on in the interim. Make sure to talk about how the session went and to discuss next steps with the family/caregiver. This includes:

- Discuss how to know when children make progress;
- Identify areas for generalization across other routine activities;
- Discuss what skills you will work on for the next session or how you will continue to work on the current skill;
- Talk with family/caregiver about how some skills may need to be worked on over a course of sessions;
- Identify materials that you might be able to use during the next session;
- Share any resources that might be helpful to the family/caregiver.

SAMPLE WHOLE GROUP ACTIVITY WITH SMALL GROUP SESSIONS

Below is a sample lesson plan from the NYC Department of Education Pre-K for All Transportation Unit. The lesson plan is for a whole group lesson. Below the whole group lesson, you will find a sample table that can be used when planning for small group sessions.

SOURCE: NYC Department of Education, [Pre-K for All, Explore: Unit 5: Transportation](#)

Lesson: Transportation Graph

Type: Whole Group Activity

Unit of Study: Transportation	Focus Question: How are various modes of transportation similar and different
Objective: Children will compare quantities.	
PKFCC Focus Standard: PK.CKW.5 (Counting and Cardinality): Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects). Additional PKFCC Standard: PK.CKW.2 (Science): Tests predictions through exploration and experimentation.	Link to Authentic Assessment Systems: WSS: III.B.2 Shows beginning understanding of number and quantity TSG: 20 b. Quantifies COR: S: Number and counting
Materials: Pictures of various modes of transportation. You will need a different mode of transportation for each child. See Section XI: Appendices for suggestions. Graph with three separate headings, "Air," "Land" and "Water."	Vocabulary: airplane, ambulance, bicycle, bus, car, feet, fire truck, helicopter, mail truck, parachute, police car, scooter, stroller, subway, swim, taxi, train, truck
Procedure: Hook: Pretend to make a toy car fly in front of the children. Ask the children if cars can fly. Why not? Beginning: Summarize the discussion on why cars cannot fly. Ask children to share some types of vehicles that do fly. Ask children to share some types of vehicles that move in the water.	

Middle:

Tell children you are going to give them a picture of a vehicle or something used for transportation.

Pass out the pictures of various modes of transportation.

Invite children to look at the picture and think about how and where this type of transportation moves. Does it move through the air, drive on land or move through water?

Give children some time to think about this question.

End:

Invite children to place their pictures in the appropriate place on the graph.

Count the number of pictures in each column. Which column has the most pictures? The fewest? Do any of the columns have the same number of pictures?

Assessment: Can the child identify which column has the most pictures? The fewest? The same?

Differentiation: Consider multiple entry points for all children to be successful. How do I/we plan to meet individual child needs? For example, repeat directions, extend time, adapt materials, preview questions, and provide 1:1 support.

For children who need additional support: Show these children the chart beforehand and model placing a few pictures on the chart. Have them practice and give them a familiar card for the whole group activity.

For children who are ready for a challenge: Challenge these children to think of a mode of transportation that is not provided.

Children with IEPs: How will I incorporate individual children's IEP goals into this lesson? What specific accommodations or modifications will I make? How will I collaborate with SEIT and/or related service providers?

Children whose home language is a language other than English: What language is needed to understand the lesson and activity instructions and to participate in the activity and discussion?

Demonstrate counting and comparing things in advance of this activity. Use clear visuals to show least, most and equal amounts in various ways. Introduce the concept by comparing 2 things before comparing 3 things.

Teacher Tip: Be intentional about the number of pictures selected for each category. Select an amount that best meets the abilities of the class.

Teacher Reflection: What went well? Why? What will I do differently, given what I have learned from observing children during this activity? Which children needed differentiation during this activity and how will I meet their needs moving forward?

SMALL GROUP SESSION PLANNING

Group	Child Initials	Skill Being Addressed	Activity
1	GF, MK	Rote counting to 10	Sing a song together to practice rote counting, like "Five Little Monkeys". After you finish the song, tell the children that you are going to practice counting to 10. First, model what you will do. You can use different movements to demonstrate. Model clapping and counting. Now, ask the children what number they want to count to together. Practice clapping together to the number. Now, have each individual child choose a number and count on their own with clapping. Repeat with stomping their feet or other movements.

2	LS, PA, ML	One-to-One Correspondence to 6	<p>Model first for children. Roll a large dice and count how many dots are on the dice. Use that number to model how to count out a set of objects, such as toy cars, using one to one correspondence. You may want to use a counting mat and show the children how you move each object one by one into the boxes as you count. Roll the dice again and together with the children count how many dots that the dice landed on. Children will then count their objects with you using one to one correspondence. Prompt the children to move objects from one pile into another as they count them or prompt the child to place objects into a cup or a bowl or onto a counting mat. Ask family/caregiver to support their child with hand over hand assistance if needed. Now, have each child go one at a time as you roll the dice for them.</p>
3	OR, PL	More, Less or Equal	<p>Model for the children with cubes or blocks that you can stack on top of each other. Roll a large dice, count out the number of wooden cubes/blocks stacking one on top of the other. Roll again and repeat. Compare the two towers using the language more, less or equal. Repeat again but now use a set of objects and count out and line up on the floor/table. Again, compare using the language of less, more or equal. Repeat again but have children share which is less, more or equal. Now, have the children go one at a time and repeat with their objects. They can stack or line up the objects on the floor or table.</p>