

THE
PRESCHOOL
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The PreSchool Program serves the needs of multiply disabled children ranging in age from 3 to 5 years. The preschool curriculum is based on the Preschool Teaching and Learning Standards, which are aligned directly to the New Jersey Core Curriculum Content Standards (CCCS).

The Collaborative Therapeutic Model is utilized to support the children and classroom staff. This model incorporates an interdisciplinary team of certified personnel trained in assessment procedure and program planning for preschool children. This team consists of the following members: child study team, speech therapist, physical therapist, occupational therapist, teacher, nurse, parents, and a sending district representative. By using a team approach, the pre-school children are assured of receiving the most comprehensive services.

The Collaborative Team works together, both in and out of the classroom setting, to perform functional assessments of the children and utilizes this information to develop an Individualized Education Program for each child. In addition to assessment, the members of the team often perform their therapeutic services within the classroom setting. As they administer therapy in class, they are training the classroom teachers and paraprofessionals to provide follow-up support in each therapeutic area. This promotes generalization and reinforcement of therapeutic services throughout the day.

Pre-School Goals:

1. To provide a supportive learning environment that stimulates the development of learning skills in the language, physical, cognitive, and social-emotional domains..
2. To provide a comprehensive program that facilitates growth and development of the child using a collaborative team approach.

Entry Criteria:

1. Classification of Preschool Disabled
2. Chronological age 3 – 5 years

Program Opportunities:

The Preschool Program provides students with many specialized program opportunities. Components of the program are as follows:

1. Beginning Learning Skills – A multi-sensory approach is used to facilitate beginning learning skills such as attending functional communication, reading and math readiness.
2. Technology – Technology is woven into all learning throughout the day. Computers, touch screen access, headsets, electronic books, adapted keyboards, the use of switches and a variety of software facilitate new knowledge and skill development in this area.
3. Social/Emotional Development– Interactive activities provide opportunities for the students to develop socialization skills and self-esteem through play, group time, and individual instructions.
4. Visual and Performing Arts –
MUSIC activities related to many areas of development. It provides organization and structure, facilitates freedom of expression, the development of self-esteem and encourages healthy interaction with others.
Through ART, students are given the opportunity to express themselves creatively and to develop motor skills, attending, socialization and communication skills. Art also promotes self-esteem and social interactions.
5. Health, Safety and Physical Education – Gross motor activities provide opportunities for students to develop functional mobility skills with an emphasis on health, safety awareness and independence.
6. Language Arts Literacy – Reading, writing, speaking and listening are important parts of all classroom interactions. Throughout the day,

- students are provided the opportunity to request, make choices and respond using various means of communication consisting of speech, sign language, picture communication symbols or augmentative communication devices.
7. Mathematics – Math concepts are integrated into all aspects of daily routines and supported through teacher-directed activities and problem-solving experiences.
 8. Science – Students are encouraged to use their five senses to begin exploring and interacting with their environment.
 9. Social Studies, Family and Life Skills – Life skills activities provide opportunities for the students to develop self-help skills in the areas of feeding, dressing, toileting and grooming. Students also identify characteristics of themselves, their family, neighborhood and the community.
 10. World Languages – To develop awareness of another language, American Sign Language (ASL) is taught to give students the opportunity to communicate in a way other than their own.
 11. Physical Therapy – Physical therapy offers expertise that helps to develop functional mobility through the use of therapeutic exercise and adaptive devices.
 12. Occupational Therapy – Occupational therapy offers expertise that encourages student engagement in activities that promote successful participation in school and community environments. This includes educational tasks, activities of daily living, and social participation, play and leisure activities.
 13. Speech Therapy – Group and individual therapy services are provided as needed to facilitate functional communication. A total communication approach (verbal output, sign language, pictures, and voice output devices) are implemented to provide optimal opportunities of communication.