

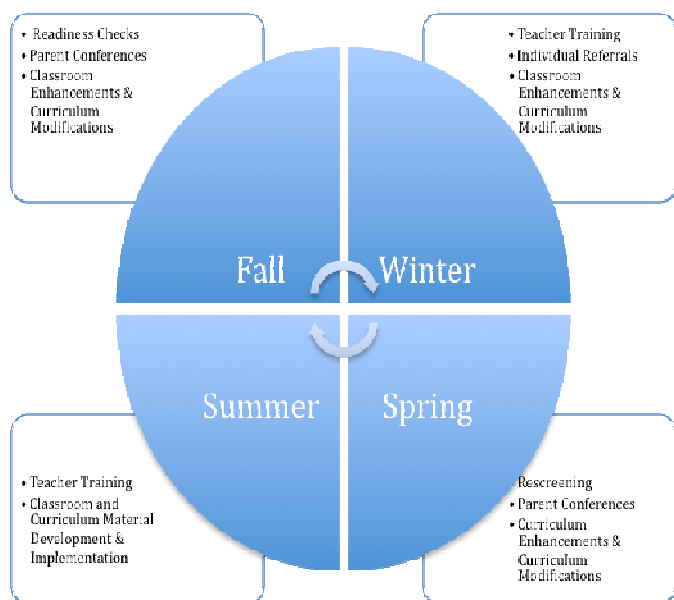
## What is Reference Point?

**Daniel Island Academy** exclusively offers Reference Point®, a system to provide a map of your child's developmental performance. Each child and family receives individual goals and comprehensive information in order to provide the best learning and developmental progress. Reference Point works in conjunction with the school's NAEYC recognized curriculum of excellence, The Creative Curriculum.



## How is Reference Point Implemented?

A **Readiness Check** is performed at the beginning of each school year, followed soon after by a parent conference in the fall. It is an opportunity for the teacher and parent to review results of the Readiness Check, as well as discuss curriculum goals for your child, based upon the results of the Readiness Checks and observations from families and teachers. In addition, information provided through Reference Point helps families to chart the course and progress of their child's development from year to year.



## Reference Point® Tools

- Fall Readiness Checks
- Individual Monitoring
- Structured Observation
- Parent Conference
- Reference Point Library available to Teachers and Parents
- Teacher Training
- Classroom Enhancements and Curriculum Modifications
- Parent Advocacy
- Referral Manual for private therapies
- Coordination with a variety of services for enrichment opportunities

## If my child is not suspected of having any problems why are they assessed?

A Readiness Check is not used to see if a child is suspected of having developmental issues. By checking each child's progress the school can become better equipped to enhance the learning environment, such as providing teaching activities, classroom manipulatives, teacher trainings, and individual tools for each child. Knowledge in what and on how each child is learning provides sound, research based information to make the classroom a happy and positive learning experience for all children.

## What happens if my child exhibits developmental areas that are at-risk?

Variables are taken into consideration first, such as the day, and the child's age, mood, and experience in a preschool environment, which can affect how a child performs on a standardized measure. If a child falls in the at-risk or suspect range, they are rescreened at a later date, allowing time for classroom and individual enhancements to be effective. This could include adding more balancing games for gross motor development, or allowing more time with the curriculum's language and literacy programs.

## What if I would like to have additional testing or evaluation for my child?

Our teachers are supported by two professionals; a Curriculum Coordinator and Reference Point Coordinator. They provide intervention services and are available to discuss additional options. We also offer referrals to a network of private and state agencies and therapists, should a parent want to pursue those services for their child.

Reference Point observation tools are used to monitor a child's progress on a continual basis. This ensures that all learning is individualized, and that your child's teacher and classroom program are effective in achieving your child's educational and developmental goals.



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## Reference Point Intervention Profiles

Listed below is a summary of Intervention Profiles to demonstrate how Reference Point has been effective in meeting the needs of the children profiled.

A **one-year-old** child was given a Readiness Check at the beginning of the school year and the results suggested that an intervention was needed. Some variables were considered (first school experience, etc.) that may have affected the child's performance on the standardized test measure (Denver II). During the fall Readiness Check conference, the teacher informed the parents what the school and the family could do to enhance these developmental areas for the child.

- Referral to Baby Net (state agency program) with the assistance of Reference Point Coordinator
- Parent provided list of private therapy referrals
- School consultants provided input on the classroom to change environment for language enrichment and decrease transitions
- Speech therapy observation
- Child observation scheduled; completed one month later
- Rescreening in January which showed positive response to intervention
- Update and modification to developmental and educational plan to be followed throughout the year, and carried through to the following school year

A **two-year-old** child's first experience at school made was very challenging due to severe separation anxiety. The Reference Point Readiness Check was completed and the parents were called about suggestions to assist with transition and ease the child's anxiety.

- Parents were contacted by the Reference Point Coordinator
- Special arrangements were made for the child to attend school for one hour on the days not normally in school to assist child in being use to the environment and routine
- A visual schedule was created to help child understand transition better

A **four-year-old** student demonstrated significant strengths in early literacy, language, fine motor, and socialization, but weakness in one area of gross motor. The Readiness Check conference was completed and classroom modifications were made.

- Teacher accessed the Reference Point library at school and checked out River Stones and the Cat and the Hat game for building motor skills. In addition, she used the multipurpose room equipment and materials, such as the balancing beam, tunnels, and obstacle course for group gross motor activities (all children benefitted)
- Librarian coordinated an enrichment activity weekly for early literacy by reading non-fiction for comprehension

**Several children in one four-year-old** classroom were tested and showed weakness in the area of gross motor skills. Recognition of this indicated that the teachers would need to modify classroom instruction and curriculum to focus additional enrichment time in this area.

- Playground materials, such as additional tricycles were secured
- Teachers used purposeful play such as hopscotch for all classmates
- Indoor multipurpose room time was completed with obstacle courses and balance beams, which also increased socialization, such as turn taking for positive interaction with peers

