

## 4. Differentiated Instruction

### 4e. All children have opportunities to participate with peers in activities.

#### Quality indicators:

- Children with special needs are active participants in all class activities.
- Lesson plans include notes related to IEP goals, accommodations, modifications or differentiated instructional strategies as needed.
- Materials and activities are varied to accommodate for individual needs in learning styles, attention spans, needs for movement, repetition, and multiple modes of response.
- Teachers demonstrate and encourage empathy and tolerance and teach skills for interacting and problem-solving with peers.



#### Questions to ask:

- ✓ Are needed accommodations and adaptations readily available to facilitate all children being included in activities?
- ✓ Does an atmosphere of inclusion and friendship exist in the classroom?
- ✓ Do all teachers/staff work to support all children's participation in activities?



#### Supports, Accommodations, Adaptations

[Links to Additional Information](#)  
*Right click to open in new window*

#### Universal Supports

- Determine what kinds of supports each child in the class needs to participate successfully.
- Provide the three basics of Universal Design:
  1. Multiple means of representation
  2. Multiple means of action and expression
  3. Multiple means of engagement

[Universal Design for Learning and Strategies for Inclusion - TATS page](#)

[Early Childhood Building Blocks - Universal Design for Learning - Resources for Early Childhood](#)

[Universal Design for Learning in Pre-K Inclusive Environments - TATS and FIN Talk](#)

#### Targeted/Specialized Supports

- Provide support strategies to enhance each child's participation in activities.
- Provide social skills instruction and guided practice to enable children with social and behavioral difficulties to participate with peers.
- Develop a program of positive support which includes visuals, routines, social skills lessons, and adapted curriculum instruction.

[Visuals for Supporting Social Interactions](#)

[Developing and Teaching a Social Skills Lesson](#)

[Supports and Adaptations - Special Education Interventions - TATS Talks](#)

[Preschool Positive Behavior Support - Including Tier 3 Supports](#)

#### Intensive Interventions

- Collaborate with therapists and service providers to develop needed supports in environment and curriculum activities.
- Develop IEP accommodations and other plans to provide supports needed for inclusion during activities.
- Use a range of service delivery options including varying group sizes and varying locations.
- Foster communication and collaboration with families.

[Integrated Therapy - TATS Talks](#)

[Developing Behavior Plans in Preschool](#)

[Descriptions and Strategies - Children with Special Needs](#)