

# ADMINISTRATOR'S GUIDE: IMPORTANCE OF PRE-K ESE

## Gateway to Learning – Closing the Gap

Each of the areas listed provides the scaffold to assist in closing the delay gap between developmental age and readiness for kindergarten.

### Qualified Instruction

- ✚ Instructors and Therapists must follow State guidelines and meet criteria for professional certification as listed in the FL DOE course code directory for Pre-K ESE.
  - These instructors have knowledge of how to provide accommodations for unique learning needs for children who function developmentally birth to 5 years.

### Individualized Intervention

- ✚ Each child has an Individualized Education Plan (IEP) developed by his/her team of professionals and the family, and based on the child's unique skills/needs as determined by an evaluation, classroom assessments, and progress monitoring.

### Continuum of Services

- ✚ To the maximum extent possible, children are educated in an environment with same-aged peers.
  - Services are provided through consultation, support facilitation, or separate class depending on the unique needs of the child as referenced in the IEP.

### Developmentally Appropriate

- ✚ Classrooms, curricula, and interventions are developed in alignment with Florida Early Learning and Developmental Standards from the Office of Early Learning.
- ✚ Instruction and accommodations are provided in a developmentally appropriate, play-based, intentional teaching environment.

### Foundational Skills

- ✚ Long-term studies indicate that a focus on social-emotional, communication, sensory, self-help, motor, and problem-solving skills has the greatest impact on later success.
  - The US Department of Health and Human Services. (2011) *Examining Children's School Readiness Outcomes: Effects of Enhancements to Early Childhood Programs* <https://aspe.hhs.gov/pdf>

Pre-K for unique learning abilities focuses on the skills and needs of the child and provides developmentally appropriate, evidence-based interventions through play-based learning. Areas of focus include: self-regulation, self-help, communication, gross motor, fine motor, and social interaction.

Learn more at: <https://tats.ucf.edu/information-for-administrators-resources-for-program-effectiveness/>



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