

6. ESE supports and services

6a. Teachers/staff are aware of IEP goals, accommodations, and special needs.

Quality indicators:

- Teachers are aware of the goals written into the IEP for children with special needs.
- Teachers embed IEP goals into daily activities and **provide opportunities for practice in varying situations.**
- Children with special needs are active participants in class activities with accommodations and modifications as needed.
- Integration of IEP goals is documented in lesson plans and **functional use of skills is emphasized.**



Questions to ask:

- ✓ How do you document integration of IEP goals into the lesson plans?
- ✓ How often do you refer to the IEP and goals?
- ✓ How / when do you collect data toward goals?



Supports, Accommodations, Adaptations

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

Universal Supports

- Provide the following supports for all children:
 - Differentiated instruction
 - Visually posted schedules, routines, and rules
 - Embedded instruction throughout domains
 - **Practice the functional use of skills throughout the day and across situations and settings.**
- Gather information regarding children's progress and areas of need. Include supports in lesson plans.
- Follow district and school guidelines for screening children who experience difficulties.

[Universal Design for Learning \(TATS and FIN\)](#)

[Universal Design in Inclusive Early Childhood](#)

[Sample Data Collection Sheet](#)

[Resources for Progress Monitoring](#)

[Teacher Tips for Partnering with Families](#)

[Florida Early Learning and Developmental Standards](#)

Targeted/Specialized Supports and Intensive Interventions

- Embed instruction throughout skill areas into daily routines and indicate specialized supports in lesson plans.
- Provide individual assistance as needed and as indicated in IEP.
- Provide varying levels and modes of support (visual, tactile, auditory, and physical) according to developmental levels and specific disability-related characteristics.
- Maintain an atmosphere of respect, acceptance, and friendship so that children are included in activities and peer buddies are established.
- **Monitor progress consistently using classroom data sheets and district informational tools.**

[Supporting Various Developmental Levels in the Classroom](#)

[Sample Data Collection based on Routines](#)

[Guide to Monitoring Progress](#)