

3a. Adults and children are engaged in the current activity

Quality indicators:

- Adults observe and interact with children.
- There is a balance of teacher directed and child directed activities.
- Children have opportunities to make choices and teachers **facilitate** their learning, while **encouraging their development of independent functioning**.
- **Teachers have conversations with children and help them relate their classroom experiences to other situations.**
- **Teachers and staff accept each child's mode of communication and assist children's development of functional communication.**



Questions to ask:

- ✓ *When do you allow children to make choices?*
- ✓ *How do you facilitate, rather than direct, instruction?*
- ✓ *When do you have conversations with children?*



Supports, Accommodations, Adaptations

Links for Additional Information
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Universal Supports

- **Plan lessons that address varying needs for extended and guided practice, hands-on and functional activities, and real-life, visual, and photo connections.**
- Classroom adults provide feedback, redirection, and supports as needed.
- **Classroom adults are observant of children's engagement and functional use of skills for purposes of providing support and progress monitoring**

[Visuals for Supporting Instruction](#)

[Environments that Invite Learning](#)

[Encouraging Participation in Shared Reading](#)

Targeted/Specialized Supports

- Provide adaptations and modifications as needed to assist children in staying engaged and participating.
- Include multi-sensory activities related to lessons and themes in centers and activity areas.
- **Relate lessons to real-life activities.**
- Ensure that children are given varying modes to respond to activities, questions, and books.

[TATS-Talks-about-Supports-and-Adaptations](#)

[Zoning the Room for Increased Engagement](#)

[TATS Talks - Supporting Communication and Literacy](#)

[Embedding Individualized Instruction](#)

Intensive Interventions

- **Consult and collaborate with service providers, therapists, and families to determine children's use of skills and needed supports in areas such as responding and using/manipulating materials.**
- Provide interventions, accommodations, and adaptations to address needs for individual instruction, adapted materials, and physical assistance in multiple situations and settings.

[Accommodations for Supporting Children in Art and Fine Motor](#)

[Supporting Communication for Various Ages and Developmental Levels](#)

[Adapting Activities and Materials for Young Children with Disabilities](#)