

Evidence of Lesson Planning

1e. Activities match information in plan book and/or posted daily schedule.

Quality indicators:

- Teachers keep to the posted schedule in order to maintain consistency and predictability and **encourages independence in the use of schedules.**
- Teacher explains the routine and expectations throughout the year and children are able to **practice routines in a variety of situations.**
- **The schedule is flexible enough to address teachable moments or unexpected events that may arise.**



Questions to ask:

- ✓ *What happens if the children are particularly interested in an activity but the time for the activity is exhausted?*
- ✓ *Under what circumstances do you change or modify the daily schedule/routine?*



Supports, Accommodations, Adaptations

Links for Additional Information
Right click to open in new window

Universal Supports

- Visual supports for schedules and routines are displayed and referenced throughout the day.
- Visuals include a variety of representations to **meet unique needs and enable practice in varying settings.**

[Resources for Universal Design for Learning](#)

Targeted/Specialized Supports

- Children are provided assistance and support in learning the meanings of classroom visuals and are **provided guided practice during routines and activities.**
- Provide schedules that accommodate for needs for visual, cognitive, behavioral, and communication support, example: high contrast printing, object, tactile, photo schedule.
- Provide for and indicate in the posted schedule times for groups of various sizes as well as for individualized instruction as needed

[Grouping Children to Promote Growth](#)

[The How and Why of Using Small Groups in Preschool](#)

Intensive Interventions

- Provide strategies within routines to assist with transitions, example: first/then cards, timers to show when activities end or begin.
- Provide schedules that accommodate for needs for visual, cognitive, behavioral, and communication support, example: high contrast printing, object, tactile, photo schedule.
- Provide individualized assistance, prompting, and guided practice throughout various situations.
- Provide for and indicate in the posted schedule times for groups of various sizes as well as for individualized instruction as needed.

[Ideas to Engage Students with Significant Multiple Disabilities](#)

[Opportunities for Observation and Data Collection](#)

[Checklist based on Routines](#)