

## Evidence of Lesson Planning

### 1c. Plans and activities consider and accommodate for individual needs, including IEP goals.

#### Quality Indicators:

- Teachers' plans indicate use of adapted materials and activities when needed.
- Teachers' plans indicate **multiple modes of presentation of lessons and activities and allow for repetition and practice across various settings.**
- Teachers plan for and allow **multiple modes of participation in various settings and situations.**



#### Questions to ask

- ✓ Are needed adapted materials readily available to children?
- ✓ Are activities planned to allow for multiple modes of learning and responding?
- ✓ Are IEP goals noted on lesson plans and evident in instructional strategies?



#### Supports, Accommodations, Adaptations

**Links for Additional Information**  
**Right click to open in new window**

#### **Universal Supports**

- Teachers and staff should become familiar with strategies that support all children across a wide range of differences and needs.
- Plan for accommodations and specialized materials as appropriate. **Consult with service providers and family members regarding meeting the needs.**
- **Monitor progress as well as success of supports in order to share and gather information with family.**

[FL Early Learning and Developmental Standards 2017](#)

[Individualizing Services with Universal Design Learning \(TATS/FIN\)](#)

#### **Targeted/Specialized Supports**

- Plan and implement a systematic process of prompting.
- **Provide photos, visuals, and objects related to themes and lesson information.**
- Plan for using specialized and adapted materials for motor, vision, and cognitive needs. Plans should include information related to each child's access to activities.
- Allow for extended practice, re-teaching, and strategies such as sensory breaks, and hands-on practice.
- **Plan for practice in a variety of settings and situations.**

[Overview of Individualized Supports](#)

[Head Start Center for Disabilities](#)

[Center Activities for Literacy](#)

#### **Intensive Interventions**

- **Consult and collaborate with family and service providers** to support goals and be certain that adapted materials are provided.
- **Include skills that are related to real-life and provide examples during lessons that allow children to use the information.**
- **Include adaptive and personal-care skills in the daily schedule and provide sufficient support and practice for children to learn the skills.**
- Implement specific plans to address behaviors, communication, AAC use as needed.

[Adapting Materials and Activities](#)

[Children with Multiple Disabilities - Tips for Teachers](#)

[Descriptions and Tips for Children with Special Needs \(Head Start\)](#)