Evidence of Lesson Planning

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

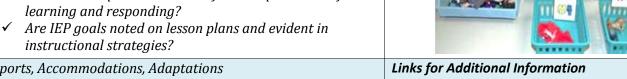
Quality Indicators:

- 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?



Supports, Accommodations, Adaptations

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.

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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)**