



Observation Guide Professional Development Tool

Guide to Evidence-based Practices



Contents:
Classroom Spaces
Lesson Planning
Embedding Instruction
Engagement and Responsiveness
Differentiating Instruction
Facilitating Social Development
ESE Services

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TATS is funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services (BEESS), through federal assistance under the Individuals with Disabilities Act (IDEA), Part B, Section 619.



Observation Guide Professional Development Tool

Guide to Evidence-based Practices



Focus on Classroom Spaces:

Visual Supports are used to Enhance Instruction

- Daily schedule is posted with pictures and words
- Schedule is used as a teaching tool
- Rules are posted with pictures and words
- Class display is child-centered and/or related to instructional units
- Additional visuals are used to support instruction

Classroom Materials are Sufficient and in Good Condition

- Classroom areas are organized, clearly defined, and uncluttered
- Shelves, bins, and areas for children's personal items are labeled
- Materials are sufficient in quantity, interest, and variety to engage all children.

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1. Visual supports are used to enhance instruction

1a. Daily schedule is posted with pictures and words.

Quality indicators:

- The schedule is taught or referred to throughout the day and throughout the school year.
- The daily schedule is posted at the children's eye level and is visible from most areas of the room.
- **Classroom staff pairs the use of visuals with verbal information and checks for children's understanding.**
- **Children are encouraged to follow routines with increasing independence and in various situations.**



Questions to ask:

- ✓ How often do you refer to the schedule throughout the day?
- ✓ How do you use the schedule to teach the routine and class expectations?



Supports, Accommodations, Adaptations

Links to Additional Information
Right click to open in new window

Universal Supports

- Use **mini-schedules** to show the actions associated with routines (ex. handwashing, lining up).
- Pair the symbol with **corresponding verbal directions and provide guided practice** through the activity in order to give children practice in the correct actions.

[Introduction to Schedules](#)

[Class Schedules](#)

[Universal Design in Early Childhood \(TATS-FIN\)](#)

Targeted/Specialized Supports

- Use **individual schedules** for children who need to manipulate the schedule cards or who need photos of actual situations.
- Provide **accommodations** such as **reduced time, breaks, and sensory strategies** for some activities
- Provide **repeated instruction, modeling, and guided practice** for routines and activities.

[Flow Chart for Teaching Visuals](#)

[Individual Schedules](#)

[Schedules for Routines](#)

Intensive Interventions

- Use schedules that are **designed and individualized to meet specific needs**: photos, drawings, objects and representative objects (for children who don't yet understand a photo or drawing), tactile (for children with visual impairments or the need for tactile input).
- Provide **increased monitoring and interaction** activity to give **reminders and reinforcement** for participation
- Provide visuals for **alternative activities** for adaptations for length and level of activities.

[Specialized Schedules](#)

[Schedules for Devices](#)

[Tips and Ideas for Making Visuals](#)

1b. Schedule is used as a teaching tool to enhance transitions.

Quality indicators:

- Teachers refer to the schedule throughout the day using it to share expectations.
- Teachers use the schedule to prepare children for changes in activities and movement from one instructional time to another.
- Teachers emphasize the use of schedules throughout activities and across settings.
- Children are taught and provided practice in using transition strategies in various settings.



Questions to ask:

- ✓ How do you use the daily schedule to support transitions?
- ✓ How often do you refer to the schedule throughout the day?



Supports, Accommodations, Adaptations

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

Universal Supports

- Pair the symbol with **corresponding verbal directions and provide guided practice** through the activity in order to give children practice in the correct actions.
- Provide a visual symbol and verbal cue that indicates that it is time to change activities.

[Universal Design for Learning in Early Childhood](#)

[Flow Chart for Teaching Visuals](#)

Targeted/Specialized Supports

- Use **individual schedules** for children who need to manipulate the schedule cards or who need photos of actual situations.
- Provide **repeated instruction, modeling, and continued guided practice** for transitions.
- Incorporate schedules that show **“first” and “then”** to prepare and reassure children who benefit from knowing what will happen next.
- Incorporate a method to let children know that an **activity has been completed** or is over (turning the visual symbol over, or placing the symbol in a “finished” envelope).

[How to Make a First/Then Visual \(Vanderbilt\)](#)

[Schedules for Transitions \(First/Then\)](#)

[Teaching and Supporting Transitions](#)

Intensive Interventions

- Use transition cues that are **designed and individualized to meet specific needs**: photos, drawings, objects and representative objects, tactile, photos of the specific child in area or activity.
- Provide **increased monitoring and interaction** during each transition to give **reminders and reinforcement** for changing activities

[Transition Tip Sheet \(for difficult transitions from ConnectAbility\)](#)

[Helping Children with ASD Transition Successfully - University of Indiana](#)

1. Visual supports are used to enhance instruction

1c. Rules are posted with pictures and words

Quality indicators:

- Children are able to see the rules, posted with pictures and words, from all areas of the room.
- Pictures are provided that clearly define the rules.
- The number of rules ranges from three to five rules.
- Children participate in rule development.
- Rules are referred to throughout the school day and school year.
- Rules are easily understood by young children.
- **Children are provided guided practice of the rules in varying situations and settings.**
- **Rules are shared with families.**



Questions to ask:

- ✓ How do you develop the classroom rules?
- ✓ How do you teach the rules to the children?
- ✓ How often do you refer to the rules throughout the day or the school year?
- ✓ How do you address rules that have been broken



Supports, Accommodations, Adaptations

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

Universal Supports

- Pair the rule symbol with **corresponding verbal directions and provide guided practice** through the activity in order to give children practice in the correct actions.
- Incorporate **frequent verbal statements** to inform children that they are following the rules.

[Displaying Classroom Rules](#)

[General Classroom Rules with photos - Vanderbilt](#)

[Sharing Rules with Families](#)

Targeted/Specialized Supports

- Use **individual rule cards** for children who need to hold or be shown the cards as reminders.
- Use **photos** of the class or a specific child(individualized rules)
- Use **social statements** to make a story about following a specific rule.
- Incorporate a method for self-monitoring to let children **know how they are doing**. Provide a monitoring system.

[Specialized and Individualized Rules](#)

[Specific Rules for Activities - Vanderbilt](#)

[Providing Rule Reminders and Positive Feedback](#)

Intensive Interventions

- Provide increased monitoring, repeated instructions, and guided practice along with visuals that are **designed to meet specific needs** (photos, objects)
- Use an individualized schedule for delivery of **reinforcement**, starting with a **few focus rules** and **brief time periods**.
- Provide an **individualized social script** with photos to address specific needs for understanding expectations.

[Social Scripts and Self-monitoring](#)

[Specialized and Individualized Rules](#)

1. Visual supports are used to enhance instruction

1d. Class displays are child-created and/or related to instructional units.

Quality indicators:

- The classroom display changes throughout the year.
- The display is predominantly child created.
- There is variety in the display – some projects are academic such as writing or patterning, some projects are class projects, and some are purely for exploration and creative expression.
- **Adequate supports are provided for motor, organization, and communication related to projects.**
- **Children are encouraged to make choices, perform independently, and describe their projects.**



Artistic Process Emphasized:
Children are permitted to explore and create.

Questions to ask:

- ✓ When are children allowed to create their own artwork or explore with creative materials?
- ✓ Are children allowed to create class projects that differ from the teacher provided samples?



Product development is emphasized:
Adult directed activity with minimal creative expression

Supports, Accommodations, Adaptations

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

Universal Supports

- Discuss and display **expectations** for the art center and provide prompts and guided practice in selecting, using, and cleaning up materials.
- Encourage children to work in pairs or small groups and to **share ideas** for open-ended projects.
- Allow **extra time** or an additional time period for children to be able to complete their projects.

[Supporting Children's Projects](#)

[Universal Design for Learning in Early Childhood](#)

[How Process-focused Art Experiences Support Preschoolers - NAEYC](#)

Targeted/Specialized Supports

- Provide a **model** and step-by-step directions on a **mini-schedule** for the activity. Model each step of a teacher-directed project.
- Accommodate for **sensory defensiveness** by allowing a child to choose an alternative method of using materials.
- Use various **placements of paper** (horizontal, vertical) and provide a way to show the border of the artwork (tape, cookie sheet).
- Provide **tools** with various sizes and styles of grips and handles

[Supporting Participation and Success](#)

[Fine Motor Activities for the Classroom](#)

[Supporting Art Development](#)

Intensive Interventions

- Provide strategies for children with communication difficulties to participate in **labeling and describing** their projects.
- Provide **adapted materials** for children with physical difficulties or disabilities.
- **Consult and collaborate** with service providers (ex. Occupational/Physical/Vision)

[Accommodations and Adaptations for Classroom Tools](#)

[Fine Motor Development Checklist](#)

[Adapting Activities and Materials](#)

1. Visual supports are used to enhance instruction.

1e. Additional visual supports are used to support instruction.

Quality indicators:

- Use of pictures to support verbal communication such as stop signs, individualized picture schedules, scripted stories for social situations or first/then boards.
- Incorporation of manipulatives to support stories, finger plays and pictures paired with written words.
- Labeled shelves for organization.
- Visual supports provide non-verbal reminders and can enhance oral language development.
- **Children are provided practice in using schedules and in making choices in various settings.**



Questions to ask:

- ✓ How do you incorporate visual supports to enhance instruction?
- ✓ How do you use picture cues to support children who are having difficulty with task completion, following the schedule or adhering to rules?
- ✓ Are they consistently used throughout the day, month or year?



Supports, Accommodations, Adaptations

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

Universal Supports

- Post visuals in play centers and activity areas to support children in making choices, communicating desires, following routines.
- Provide visuals and manipulatives that support story comprehension, retelling and sequencing.
- Organize and clearly label shelves and provide visuals to support cleaning up and putting away materials.
- Provide visuals that remind children about social play and interacting with peers.

[Overview of Universal Design for Learning in Early Childhood](#)

Targeted/Specialized Supports

- Provide visuals that assist children in initiating and engaging in play scenarios and in using materials in the play centers.
- Pair visuals with instructions and guided practice during play centers and activity times.
- Pair photos of real objects with pretend toys and books to help children relate the information to real life
- Provide communication visual prompts to help children engage with peers.
- Provide first-then strips and mini-schedules for play and activities.

[Visuals to Support Social, Communication, and Transition skills](#)

[Visuals for Supporting Beginning Literacy and Math skills](#)

[Visuals for Supporting Play](#)

Intensive Interventions

- Provide supports that are individualized for specific needs (visuals, photos, objects, tactile) to help children understand and relate to instruction.
- Incorporate multi-sensory strategies and increase prompting levels to support participation.
- Provide individualized communication systems and/or adapted materials (tools, seating, movement, and sensory) to support participation.

[Literacy for Children with Combined Vision and Hearing Loss](#)

2. Classroom materials are sufficient and in good condition.

2a. Classroom areas are organized, clearly defined, and un-cluttered.

Quality indicators:

- All areas of the room are clearly defined.
- Materials are organized and easily accessed by children and adults.
- Storage of materials not being used in centers or for current instructional units is minimal and not taking up classroom space.



Questions to ask:

- ✓ How often do you rotate materials?
- ✓ How much of the classroom materials are available for use by the children?
- ✓ Which materials in the classroom can only be accessed by adults?



Supports, Accommodations, Adaptations

Links for Additional Information
Right click to open in new window

Universal Supports

- Define areas with signs (ex. centers, quiet/calm area, class library).
- Post signs for areas that are not accessible during parts of the day (ex. computer area "closed").

[The Universal Design of Early Education - journal.naeyc](#)

Targeted/Specialized Supports

- Use carpets, carpet squares, and placement of furniture to further define areas of the room.
- Provide photos and visuals for students to help clarify and define specific areas (ex. photo of block area with directions for where to play with blocks).
- Provide visuals and instructions for putting away materials. Teach children how to match the labels on bins to the materials they are putting away.

[Designing Early Childhood Inclusive Classroom](#)

[Examples of Clearly Defined Areas -Specialized Supports and Intensive Interventions](#)

Intensive Interventions

- Arrange the room so that there is ample space for navigating for children who have special equipment, wheelchairs, walkers, and seating.
- Provide adaptations within each area for children with needs for tactile, visual, hearing, motor, and/or communication supports.

[Examples of Clearly Defined Areas -Specialized Supports and Intensive Interventions](#)

2. Classroom materials are sufficient and in good condition.

2b. Shelves, bins, and areas for each child's items are labeled.

Quality indicators:

- Words, pictures and shape outlines may be used when labeling.
- Children know where to put materials when not in use.
- The organizational system for the room is taught to the children.



Questions to ask:

- ✓ How do children know where materials are stored or where to get desired materials?
- ✓ How do the children know where to put materials when they are done?



Supports, Accommodations, Adaptations

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

Universal Supports

- Labels for each child's areas for storing backpacks, lunchboxes, and individual items should be labeled with their names in addition to a recognizable visual (symbol, photo)

[Universal Design Tip Sheet](#)

Targeted/Specialized Supports

- Provide visual mini-schedules and/or social scripts to support children in the processes for locating, using, and putting away materials.
- Include labels to indicate that some areas are "closed" and that some materials are "Teacher" materials.
- Provide direct instruction and guided practice along with visual mini-schedules for children who are not yet familiar with the directions and actions of cleaning up, putting away items according to category.

[Examples of Labels for Specialized Supports and Intensive Interventions](#)

[Visuals for Supporting Play](#)

Intensive Interventions

- Provide hooks, cubbies, and bins that are accessible for children with motor, movement, or positioning needs. Examples: some bins with easily-removed lids, over-sized hooks for hanging items, a cubby on the end of a row so that it is accessible for a child using a wheelchair.
- Consider accommodations for vision, tactile, and hearing when labeling the areas and the materials in the room.
- Provide labels related to safety. Emphasize and display safe use of furniture to decrease behaviors such as climbing on the shelves and tables.

[Examples of Labels for Specialized Supports and Intensive Interventions](#)

2. Materials are sufficient and in good condition.

2c. Materials are of sufficient quantity, interest, and variety to engage all children.

Quality indicators:

- Materials are stored on child-sized shelves.
- There are multiples of high interest class materials and shelves are stocked.
- There are plenty of activities available in the class that are rotated throughout the year, to keep children actively engaged and extend learning.
- Class materials are in good condition.



Questions to ask:

- ✓ How often are materials rotated?
- ✓ Do children have access to high interest toys during center time activities?
- ✓ Can the children access materials independently?



Supports, Accommodations, Adaptations

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

Universal Supports

- Consider the following when choosing materials:
 - ✓ Wide range of developmental levels
 - ✓ Wide and varied range of interests
 - ✓ Addressing all domains of development throughout the day
 - ✓ Variety in materials that provide: physical motor play, quiet time, pretend play, manipulative items, problem solving, individual as well as group activities

[Best Toys for Young Children by Age and Stage - NAEYC](#)

[Planning a Developmentally Appropriate Program for Children](#)

Targeted/Specialized Supports

- Provide visual scripts and guided interactive play to assist children who need support in understanding how to use some toys or in engaging in pretend play with peers.
- Increase engagement for all children through the use of peer buddies.
- Provide visuals that are specific to toys and materials for making choices and for communicating with peers during play.

[Let's Play Project - Guidelines to Promote Play Opportunities for Children with Disabilities](#)

[Toy Tips - Ideas and Options for Children with Special Needs](#)

[Examples of Supports and Adaptations for Toys and Materials](#)

Intensive Interventions

- Include toys that are cause and effect in nature and that have a variety of responses (ex. lighting up, making noise, moving) and that have a variety of required actions to activate.
- Include toys such as puzzles with large knobs and specialized materials with accommodations for tactile, vision, hearing needs.

[AT Participation Supports for Young Children with Disabilities](#)

[Examples of Supports and Adaptations for Toys and Materials](#)

[Adaptive Materials Resources](#)



Observation Guide Professional Development Tool

Guide to Evidence-based Practices



Focus on Lesson Planning:

Instruction is meaningful, purposeful, and addresses FL standards.

Teachers know and can describe instructional objectives and purpose of activities.

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


Teachers use ongoing progress monitoring to inform group and individual plans.



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



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1. Evidence of lesson planning	
1a. Instruction is meaningful, purposeful, and addresses FL standards.	
<p>Quality indicators:</p> <ul style="list-style-type: none"> Activities are developmentally appropriate for the child's age and skill level. State standards and IEP goals are considered for both adult-initiated and child-initiated activities. Teachers prepare for lessons in advance with materials ready when children arrive. Children are provided opportunities and support throughout the day to practice functional use of skills. Lesson materials include information related to real life to facilitate generalization across settings and situations. 	
<p>Questions to ask:</p> <ul style="list-style-type: none"> ✓ How are activities developmentally appropriate? ✓ How are IEP goals and State Standards (VPK) embedded into this activity? 	
Supports, Accommodations, Adaptations	<p>Links for Additional Information Right click to open in new window</p>
<p>Universal Supports</p> <ul style="list-style-type: none"> → Teachers and staff should be familiar with Florida Early Learning and Developmental Standards and be aware of the sequences of development described in each domain of the document. → Plans should allow for extension activities related to themes and skills. → Plans should allow for and encourage child-directed and social play activities. 	<p><u>Applying Universal Design (TATS/FIN)</u> <u>Lessons that Last a Lifetime - Basic Skills</u> <u>Link to Florida Early Learning and Developmental Standards - 2017</u></p>
<p>Targeted/Specialized Supports</p> <ul style="list-style-type: none"> → Lessons and themes should relate to “real-life” and objects and visuals that represent the information should be provided. → Pre-requisite skills and pre-requisite vocabulary should be directly taught → Lessons should provide for additional and extended practice of skills with re-teaching as needed. → IEP information (learning goals, present levels, learning styles and needs for support) is considered when planning and referenced in the lesson plans. 	<p><u>Sample Lesson Plan (editable)</u> <u>Supporting Art and Projects</u> <u>Focus on Vocabulary during Routines</u> <u>Sample Schedule with suggested times</u></p>
<p>Intensive Interventions</p> <ul style="list-style-type: none"> → Prompting strategies should be pre-planned, taught to staff, and used consistently. → Manipulative and real-life objects should be provided. → Consult with family, service providers, and classroom staff to be sure that activities are accessible to children with intensive needs. → IEP information (learning goals, present levels, adaptations, learning styles and needs for support) is considered when planning lessons and activities. 	<p><u>Encouraging Language and Communication</u> <u>Visual Strategies to Support Emergent Literacy</u></p>

Evidence of Lesson Planning	
1b. Teachers know and can describe instructional objectives and purpose of activities.	
<p>Quality indicators:</p> <ul style="list-style-type: none"> Teachers can explain what children are learning throughout the day for all indoor and outdoor activities. Teachers can explain how activities relate to State Standards or IEP goals. Teachers are aware of IEP goals, accommodations and/or modifications for diverse learners. Teachers and staff plan for and facilitate the practice of skills in varying situations and settings. 	
<p>Questions to ask:</p> <ul style="list-style-type: none"> ✓ Do the children understand what they are learning? How do you know this? ✓ How are IEP goals and State Standards embedded into this activity? 	
Supports, Accommodations, Adaptations	<p>Links for Additional Information</p> <p>Right click to open in new window</p>
<p>Universal Supports</p> <ul style="list-style-type: none"> → Plans should be based on and correlated to the standards. → Teachers and staff should be aware of how the lesson and the activities relate to the standards, IEP's (as applicable), and progress monitoring (including formal, classroom-based, and district informational) tools. → Teachers and staff should facilitate practice of skills in various settings for all children. 	<p>Florida Early Learning and Developmental Standards</p> <p>Universal Design for Learning Overview</p>
<p>Targeted/Specialized Supports</p> <ul style="list-style-type: none"> → Display visuals stating and showing learning goals for lessons, activities, and specific needs → Cue children to learning goals before activities as well as before and during practice opportunities. → Inform children verbally and visually how they are doing and remind them of what they have learned. → Teach skills directly and provide additional guided practice in varying situations. 	<p>Guide for Individualizing Instruction from Head Start Inclusion</p> <p>Breadth of the Three Child Outcomes</p> <p>Sample Matrix: Learning Goals</p> <p>Planning Matrix from Head Start</p>
<p>Intensive Interventions</p> <ul style="list-style-type: none"> → State the goals for children with significant needs with simple and clear words and visuals, followed by practice with emphasis on functional use of skills. → Collaborate with families and service providers to determine IEP goals and how they will be addressed. 	<p>Ideas to Engage Students with Significant Multiple Disabilities</p> <p>Planning Matrix from Head Start</p>







Evidence of Lesson Planning	
1c. Plans and activities consider and accommodate for individual needs, including IEP goals.	
<p>Quality Indicators:</p> <ul style="list-style-type: none"> 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. 	
<p>Questions to ask</p> <ul style="list-style-type: none"> ✓ 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	<p>Links for Additional Information Right click to open in new window</p>
<p>Universal Supports</p> <ul style="list-style-type: none"> → 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. 	<p>FL Early Learning and Developmental Standards 2017</p> <p>Individualizing Services with Universal Design Learning (TATS/FIN)</p>
<p>Targeted/Specialized Supports</p> <ul style="list-style-type: none"> → 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. 	<p>Overview of Individualized Supports</p> <p>Head Start Center for Disabilities</p> <p>Center Activities for Literacy</p>
<p>Intensive Interventions</p> <ul style="list-style-type: none"> → 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. 	<p>Adapting Materials and Activities</p> <p>Children with Multiple Disabilities - Tips for Teachers</p> <p>Descriptions and Tips for Children with Special Needs (Head Start)</p>

Evidence of Lesson Planning

1d. Teachers use ongoing progress monitoring to inform group and individual plans.

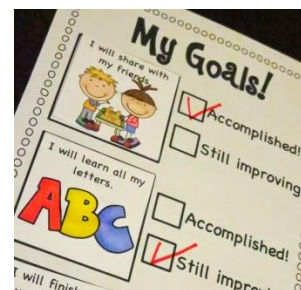
Quality indicators

- A system for collecting information about children's performances throughout the day is in use by teachers/ staff (examples: clip boards, sticky notes, data sheets)
- **Teachers/staff use a system for recording and monitoring progress (examples: teacher-made tool, curriculum-based document, district informational tool)**
- **Progress monitoring is evident for skills at varying developmental levels and child outcome areas.**
- Information from progress monitoring is used to guide and inform instruction and planning.
- **Data is collected from observations in various settings and situations.**

Subject	Monday	Tuesday
Reading & Fine Motor	#1 Letter "F" Words The pictures that start with the letter F, then color them. 	#2 "999 Tadpoles" 999 TADPOLES by Ken Kamura 
Math & Science	#6 Frog Life Cycle 	#7 Frog Jump Game 
Art	#11 Paper Plate Frog 	#12 Egg Carton Frogs 

Questions to ask:

- ✓ Does the teacher/staff use a progress monitoring tool that has specific skills listed?
- ✓ Does progress monitoring include a variety of skills across domains and at varying developmental levels?



Supports, Accommodations, Adaptations

Links for Additional Information

Right click to open in new window

Universal Supports

- Refer to FL Standards to determine ranges of development in functional use of skills.
- Include information from families in progress data.

[Resources related to Progress Monitoring](#)

[Early Childhood Building Blocks for Inclusion](#)

[Partnering with Families](#)

Targeted/Specialized Supports

- Provide visuals that support children in understanding goals for specific lessons and activities.
- Provide visual expectations and a marking system such as checks or stickers to help children self-monitor.
- Support children in rating and determining "How I am Doing" related to the steps of learning a skill.
- Collect data that is related to specific steps of activities and record the needs for supports. Consult and collaborate with family members and service providers to help determine "next steps" for children.

[Flow Chart for Using Data](#)

[Sample Group Matrix](#)

[Using an Activity Matrix to Observe Skills](#)

[Example: Activity Matrix \(Individual\)](#)

[Activity Matrix for Planning Observations](#)

[Opportunities for Observation and Data Collection](#)

Intensive Interventions



- Collect data that is detailed for each activity to describe the level of prompting and support needed, as well as the rate of progress. Data such as this is important for reviewing and revising learning goals.
- When collecting data related to behavior supports, include information that can be used in determining antecedent behavior as well as reinforcers.
- When collecting data related to communication, note the child's modes of communication as well as reasons for communicating.

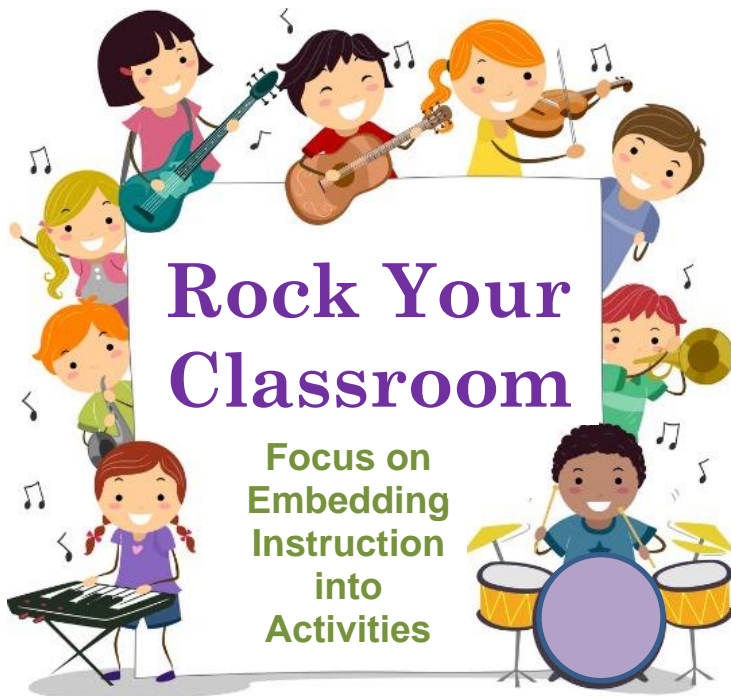
[Accommodations and Modifications](#)

[Example: Activity Matrix \(Individual\)](#)

[Flow Chart for Using Data](#)

[Opportunities for Observation and Data Collection](#)

Evidence of Lesson Planning	
1e. Activities match information in plan book and/or posted daily schedule.	
<p>Quality indicators:</p> <ul style="list-style-type: none"> 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. 	
<p>Questions to ask:</p> <ul style="list-style-type: none"> ✓ 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	<p>Links for Additional Information Right click to open in new window</p>
<p><u>Universal Supports</u></p> <ul style="list-style-type: none"> → 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. 	<p><u>Universal Design for Learning (TATS/FIN)</u> <u>Basic Tips for Teachers (Head Start)</u></p>
<p><u>Targeted/Specialized Supports</u></p> <ul style="list-style-type: none"> → 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 	<p><u>Activities to Encourage Social Development</u> <u>The How and Why - Using Small Groups in Preschool</u></p>
<p><u>Intensive Interventions</u></p> <ul style="list-style-type: none"> → 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. 	<p><u>Tip Sheets from Head Start Center for Disabilities</u> <u>Activity Matrix to Infuse Goals</u> <u>Opportunities for Observation and Data Collection</u> <u>Checklist based on Levels of Support</u> <u>Routines based Activity Matrix</u> <u>Objectives based Activity Matrix and Data Sheet</u></p>



Rock Your Classroom

Focus on
Embedding
Instruction
into
Activities

Observation Guide Professional Development Tool



Focus on Embedding Instruction:

Independent and self-care skills are incorporated in daily routines.

Gross and fine motor skills are included in daily lessons and activities.

Instruction that promotes social-emotional development is provided throughout the day.

Daily lessons, activities, and routines include emphasis on language and communication.

Early literacy activities are embedded throughout daily activities and routines.

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TATS is funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services (BEESS), through federal assistance under the Individuals with Disabilities Act (IDEA), Part B, Section 619.

2. Embedded instructional strategies

2a. Independent functioning and self-care skills are incorporated in daily routines.

Quality Indicators

- Adequate time is allowed for children to participate as independently as possible. Children who need assistance are provided prompts that lead to independence.
- Self-care skills are incorporated into daily routines and children participate in activities such as being “snack helper” or other classroom jobs. **Family members are included in planning for self-care routines.**
- Children clean up and help organize/put away materials in the classroom, **lunchroom, and settings throughout the campus.**



Questions to ask

- ✓ *Is ample time allowed during the daily schedule for children to perform self-care skills?*
- ✓ *Are children encouraged and taught to help with cleaning up and other classroom jobs?*
- ✓ *Are there visuals to support children and encourage independence through the steps of self-care tasks?*
- ✓ *Is assistance (with a plan for fading prompts) provided for children who need assistance?*



Supports, Accommodations, Adaptations

Links for Additional Information
Right click to open in new window

Universal Supports

- Teach children the steps of self-care routines and allow time in the daily schedule for them to practice.
- Place visuals showing step-by-step processes for routines.
- **Collaborate with family members to develop plans for generalization of skills across various settings.**

[Head Start Inclusion Resources](#)

[Florida Early Learning and Developmental Standards](#)

[Addressing Adaptive Skills in the Classroom \(correlation to FELDS\)](#)

[Tats Talks to Families about Children's Personal-care](#)

Targeted/Specialized Supports

- Provide direct instruction using verbal and model directions for steps shown in visuals.
- Enhance instruction and practice through use of classroom books and toys in centers.
- Coordinate with families to provide consistency in teaching self-care skills.
- Employ appropriate system of prompting in order to develop independence.

[Helping Children Develop Independence](#)



[Links to Six Documents Addressing Adaptive Skills in the Classroom: Dressing, Feeding, Hygiene, Toileting, Responsibility and Participation, Developing Independence](#)



Intensive Interventions



- Consult and collaborate with therapists and service providers to develop plans to support children with physical and/or cognitive needs.
- Ensure that children with significant needs for support are given ways to participate as much as possible in their self-care routines.



[TATS Talks - Integrated Therapy](#)

[Links to Six Documents Addressing Adaptive Skills in the Classroom](#)

Embedded instructional strategies	
2b. Gross and fine motor skills are included in daily lessons and activities.	
<p>Quality Indicators</p> <ul style="list-style-type: none"> • Movement activities are provided periodically throughout the day (ex. movements, marching, walking like animals during circle, transitions, and active play). • Children use gross and fine muscle movement skills in functional ways to physically navigate through a variety of settings and situations (classroom activity areas, playground, lunchroom, bathroom). • A variety of fine motor activities and materials are available throughout the day. • Fine motor activities are developmentally appropriate and engaging and children receive assistance in fine motor tasks if needed. • Adapted materials and tools are available for fine and gross motor activities. 	
<p>Questions to ask</p> <ul style="list-style-type: none"> ✓ Are motor breaks and motor activities built into daily routines (example: movement activities interspersed with seated activities during circle time; movements incorporated into transitions)? ✓ Does the classroom offer a variety of fine motor activities, some of which are provided in centers and free choice areas? ✓ Do adults encourage and reinforce gross and fine motor activities throughout the day? 	
Supports, Accommodations, Adaptations	<p>Links for Additional Information Right click to open in new window</p>
<p>Universal Supports</p> <ul style="list-style-type: none"> → Lesson plans and daily schedules should include opportunities for gross motor, fine motor, and perceptual motor activities throughout the day. → Children are encouraged and reinforced for their participation in motor activities at varying levels of developmental skills and for various functions that are relative to their interests. 	<p>Universal Design in Early Childhood</p> <p>Florida Early Learning and Developmental Standards</p>
<p>Targeted/Specialized Supports</p> <ul style="list-style-type: none"> → Specialized materials and tools are provided to meet physical, cognitive, and developmental needs. → Movement and sensory activities are provided periodically and increased for children based on individual needs. 	<p>Head Start Body Start: Simple Ways to Get Moving</p> <p>Best Practices for Incorporating Physical Activities (Nemours)</p> <p>Examples of Fine Motor Classroom Activities</p>
<p>Intensive Interventions</p> <ul style="list-style-type: none"> → Consult and collaborate with therapists and service providers to provide needed accommodations and adaptations for children with significant needs for support. 	<p>TATS Talks - Integrated Therapy</p> <p>Accommodations for Supporting Children in Art and Fine Motor</p>

Embedded instructional strategies	
2c. Social/emotional skills instruction is provided throughout the day.	
<p>Quality indicators:</p> <ul style="list-style-type: none"> Teachers use direct instruction of social emotional skills (such as sharing or turn taking) and emphasize the use of skills across situations and settings. Teachers take advantage of “teachable moments” to reinforce taught skills and provide practice in various settings and situations. Teachers clearly communicate expectations and choices. Teachers respect and understand the feelings and emotions of children and help them identify responses to feelings of self and others. 	
<p>Questions to ask:</p> <ul style="list-style-type: none"> ✓ When do you provide children with instruction related to acceptable behavior? ✓ How are the rules and teacher expectations communicated to children? ✓ Are children taught alternative and acceptable behaviors to replace inappropriate behaviors? 	
Supports, Accommodations, Adaptations	<p>Links for Additional Information Right click to open in new window</p>
<p>Universal Supports</p> <ul style="list-style-type: none"> → Provide instruction and practice for social skill development throughout activities and in various settings. → Provide adult interaction and prompting during play to facilitate social peer interaction 	<p>Head Start Inclusion Resources</p> <p>Florida Early Learning and Developmental Standards</p>
<p>Targeted/Specialized Supports</p> <ul style="list-style-type: none"> → Provide direct instruction, supported by guided practice in various settings, for development of social skills. → Provide instruction with supports and guided practice to provide children with strategies for problem solving and seeking assistance. → Provide individualized social scripts, photo and visual examples, and communication prompts for skills associated with play, group interaction, and class rules, for example. → Include recognition of self and others’ emotions and feeling in lessons and in teachable moments throughout activities in various situations. → Teach and provide practice and visual supports with prompting for self-regulation skills. 	<p>TATS Focus on Social Skills and Classroom Behavior - links for strategies</p> <p>TATS Focus on Embedding Social Skills - links to strategies</p> <p>Supports for Helping Children Interact and Play with Peers</p> <p>Process for Teaching Social Skills - from Council for Exceptional Children</p> <p>Social Skills in the Classroom – Correlation FELDS</p>
<p>Intensive Interventions</p> <ul style="list-style-type: none"> → Implement specific behavior plans with instruction of social skills included along with interventions to address problem behaviors. → Consult with service providers and include families in instructional strategies. 	<p>Resources for Informed Support - from FSU Center for Early Intervention</p> <p>Visuals for Supporting Social Communication</p> <p>Supports for Helping Children Interact and Play with Peers</p>

Embedded instructional strategies	
2d. Emphasis on language and communication	
<p>Quality indicators:</p> <ul style="list-style-type: none"> Teachers actively engage children in social conversation beyond the scope of the prescribed curriculum and assist them in using conversational skills in functional ways throughout activities. Teachers identify vocabulary or linguistic concepts and embed them into teaching and learning opportunities, emphasizing real-life examples and situations that help children generalize the information. Teachers provide opportunities to practice use of new vocabulary or linguistic concepts in varying situations and settings, including collaborating with families for follow-up. 	
<p>Questions to ask:</p> <ul style="list-style-type: none"> ✓ How do you incorporate language or communication-building activities into all areas of the daily routine? ✓ What types of questioning strategies do you use to expand thinking and expressive/receptive communication skills? 	
<i>Supports, Accommodations, Adaptations</i>	<p>Links for Additional Information Right click to open in new window</p>
<p><u>Universal Supports</u></p> <ul style="list-style-type: none"> → Support communication and language development with inclusion of visual supports throughout routines and schedules. → Include vocabulary words with meaningful conversation and discussion with class staff and children throughout the day. → Facilitate communication and language development during play and group activities. 	<p><u>Universal Design in Early Childhood</u></p> <p><u>Florida Early Learning and Developmental Standards</u></p> <p><u>Strategies for Promoting Communication (Ohio State University)</u></p> <p><u>TATS Talks to Families about Communication and Language</u></p>
<p><u>Targeted/Specialized Supports</u></p> <ul style="list-style-type: none"> → Provide visuals to support development of communication and language and vocabulary. → Plan activities that provide opportunities for direct instruction with guided practice to children in various situations in skills of answering questions, initiating comments, and making choices for example. → Provide direct instruction with guided practice for children to address varying modes and levels of development. 	<p><u>TATS Focus on Communication and Language - links to strategies</u></p> <p><u>Enhancing Children's Language Development (series of seven articles)</u></p> <p><u>Addressing Communication Needs in the Classroom (correlation to FELDS)</u></p> <p><u>Supporting Communication for Various Ages and Developmental Levels</u></p>
<p><u>Intensive Intervention</u></p> <ul style="list-style-type: none"> → Consult and collaborate with service providers and therapists to implement specialized programs to address significant needs. → Communicate and coordinate with families to provide consistency of interventions. 	<p><u>Helping Team Members Respond to Various Modes of Communication</u></p> <p><u>Supporting Children with Various Response Modes</u></p>

Embedded instructional strategies	
2e. Early literacy activities are embedded throughout the routine.	
<p>Quality indicators:</p> <ul style="list-style-type: none"> Books and literacy materials are in all areas of the classroom, including centers. Children have access to many books, on a variety of topics of interest, and at developmentally appropriate levels. Books are rotated throughout the year and coordinate with the class units of study. Children are provided the opportunity to read and write throughout the day and to use these skills in functional ways across activities. 	
<p>Questions to ask:</p> <ul style="list-style-type: none"> ✓ How often do children visit the reading area or are children read to individually or in small groups? ✓ What materials are children provided for independent writing? Where are they located in the classroom? How are they used for functional purposes? ✓ How are children encouraged to select stories to read for pleasure that are not tied to the current unit of study? 	
Supports, Accommodations, Adaptations	Links for Additional Information Right click to open in new window
<p>Universal Supports</p> <ul style="list-style-type: none"> → Provide books, stories, and lessons that address varying developmental levels. → Plan lessons that address varying needs for extended and guided practice, hands-on activities, and real-life, visual, and photo connections. 	<p>Universal Design in Early Childhood</p> <p>Tips for Inclusion from Head Start Inclusion Center</p> <p>Florida Early Learning and Developmental Standards</p> <p>Creating Literacy Rich Classrooms</p> <p>TATS Talks to Families - Reading to Your Child</p>
<p>Targeted/Specialized Supports</p> <ul style="list-style-type: none"> → Consider children's knowledge of pre-requisite skills when teaching new skills. → Provide step-by-step practice, paired with visuals and/or photos, for teaching skills. → Include multi-sensory activities related to early literacy in centers, classroom activity areas, and additional school settings. → Ensure that children are given varying modes to respond to activities, questions, and books. 	<p>Individualizing Instruction in PreK Classrooms</p> <p>Read and Repeat - Suggestions from Center for Early Literacy Learning</p> <p>Visuals for Supporting Instruction</p> <p>Supporting Children of Various Ages and Developmental Levels</p>
<p>Intensive Interventions</p> <ul style="list-style-type: none"> → Consult and collaborate with service providers and therapists to determine supports for children with significant needs 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. 	<p>Adapting Activities and Materials for Young Children with Disabilities</p> <p>Using Adapted Books to Encourage Participation and Teach Core Words</p> <p>Curriculum Planning Form</p>



Observation Guide Professional Development Tool

Guide to Evidence-based Practices



Focus on Engagement and Responsiveness:

Adults and children are engaged in the current activity.

Conversations (child/child and adult/child) are encouraged and observed.

Adults demonstrate respect and cooperation in working together.



Adults interact with children and facilitate interaction between children.

There is evidence that teachers communicate with and collaborate with families.

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3a. Adults and children are engaged in the current activity	
<p>Quality indicators:</p> <ul style="list-style-type: none"> 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. 	
<p>Questions to ask:</p> <ul style="list-style-type: none"> ✓ 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 Right click to open in new window
<p>Universal Supports</p> <ul style="list-style-type: none"> → 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 	<p> Visuals for Supporting Instruction Environments that Invite Learning Encouraging Participation in Shared Reading TATS Talks - Supporting Communication </p>
<p>Targeted/Specialized Supports</p> <ul style="list-style-type: none"> → 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. 	<p> TATS-Talks-about-Supports-and-Adaptations Arranging Activity Areas TATS Talks - Supporting Communication and Literacy Embedding Individualized Instruction </p>
<p>Intensive Interventions</p> <ul style="list-style-type: none"> → 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. 	<p> Supporting Children's Projects Supporting Communication for Various Levels Adapting Activities and Materials for Young Children with Disabilities </p>

3b. Conversations (child/child or adult/child) are encouraged and observed

Quality indicators:

- Teachers talk with children about instructional and non-instructional **activities and facilitate the practice of skills across various situations and settings.**
- Teachers use language and communication to **encourage children and describe actions while modeling to encourage the use of functional skills.** They communicate with children beyond the purposes of directing children, teaching a new skill, or asking questions about activities.



Questions to ask:

- ✓ How / when do you have conversations with the children in the class?
- ✓ What types of things do you talk about?
- ✓ How do you encourage communication beyond instructional topics?



Supports, Accommodations, Adaptations

Links for Additional Information Right click to open in new window

Universal Supports

- Set up the room with items and displays that interest children, **and those that children are likely to see in various settings.** Talk about them and encourage children to express interests.
- Provide wait time and encouragement for children who are hesitant to talk or at beginning levels of communication.
- Accept and provide support for communication from all children in the classroom in the modes they use to respond.

[Talk, Read, and Sing Together Every Day - Ideas for engaging children in conversation](#)

[Reading with Children is an Opportunity for Conversation - National Institute of Literacy](#)

[Talking with Young Children](#)

Targeted/Specialized Supports

- Provide visuals such as core boards, communication boards, choice boards to support children.
- Provide opportunities for children to “talk about” what interests them **and facilitate opportunities for them to communicate in varying settings.**
- Support children in remembering words with visuals, songs, rhyming patterns.

[Word Games for Listening and Talking - resource from US Office of Special Education - pdf](#)

[Encouraging Oral Language and Conversations](#)

Intensive Interventions

- Collaborate with therapists and families to develop and help children use communication systems.
- **Be observant of and progress monitor each child's individual levels of development, modes and use of communication, and preferences for play and toys.**
- Teach children to make choices and provide visual and object support. **Provide opportunities for making choices in varying settings and situations.**

[Helping Team Members Respond to Various Modes of Communication](#)

[Supporting Children with Various Response Modes](#)

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

3c. Adults demonstrate respect and cooperation in working together.

Quality indicators:

- Teachers share in the responsibilities of the classroom.
- Teachers work together as a team when planning, facilitating, and implementing daily activities.
- Teachers speak to each other with kind words and professionalism.
- Teachers seem genuinely happy to be in the classroom and enjoying the children and planned activities.
- Teachers, service providers, and classroom staff collaborate to plan for facilitating children's practice of functional skills throughout daily activities, as well as across situations, people, and settings.



Questions to ask:

- ✓ How are responsibilities shared?
- ✓ Do you enjoy your work and the children you educate?
- ✓ Are duties of teachers/staff varied according to interests and talents? Are the "desirable" and "undesirable" tasks rotated?



Supports, Accommodations, Adaptations

Links for Additional Information Right click to open in new window

Universal Supports

- Classroom staff should collaborate to develop a daily schedule that allows them to share in responsibilities.
- Classroom staff should attend trainings and workshops to receive information about best practices for teaching young children.
- Information related to children's performances for progress monitoring and needs should be shared.

[11 Things Rocking Co-teachers Do](#)

[Establishing Classroom Teamwork](#)

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

Targeted/Specialized Supports

- Roles and responsibilities, including facilitation of children's functional use of skills, for all aspects of the day should be clearly defined and indicated on the daily schedule.
- IEP goals, accommodations, and supports should be addressed by all classroom staff and service providers in various situations throughout the day.

[TATS Talks about Classroom Collaboration](#)

[Five-Step Process for Collaborative Planning](#)

Intensive Interventions

- All classroom staff should provide supports during classroom and personal care routines.
- Collaborate with therapists, service providers, and families to develop specific individualized plans. Provide information about the supports and strategies to families so that they can help their child practice skills in other settings.
- Health plans and emergency response should be shared with all staff.
- All classroom staff should be familiar with the stages and sequence of child development as they apply to the Florida Early Learning and Developmental Standards (FELDS) and skill progression.

[Best Practices for Collaborating with Preschool Service Providers](#)

[Breadth of the Outcomes Chart \(ECTA\)](#)

3d. Adults are interacting with or facilitating interaction between children.

Quality indicators:

- Classroom staff and service providers interact with all children in consistent but varying roles to enable children to experience various situations throughout the day.
- Adults are engaged with activities with children and encourage independence in the use of functional skills.
- Adults allow children to assume to role of activity leader and follow the lead of the children while guiding them in their use of social interactions across situations.
- Adults exhibit proximity to the children by remaining in areas where children are working, are at the children's eye level, and respond when children seek help.



Questions to ask:

- ✓ When and how do you allow children to “take the lead” in the classroom or during unstructured activities?
- ✓ How do you help children develop independence in their interactions with peers and adults?



Supports, Accommodations, Adaptations

Links for Additional Information
Right click to open in new window

Universal Supports

- Arrange the room so that children have a variety of interesting activities, as well as access to materials needed to independently make choices, develop play scenarios with peers, and participate in activities.
- Provide centers and toys that encourage children to initiate activities and to invite friends to join.
- Reference and discuss skills for peer interactions during activities. Relate books to social skills.

[Activities that Encourage Cooperative Play](#)

[Process for Teaching Social Skills](#)

[Facilitating Social Interactions](#)

Targeted/Specialized Supports

- Provide and teach visuals related to class rules, routines, and peer interactions.
- Facilitate peer interactions and encourage skills such as initiating play, problem solving, and handling conflict.
- Provide feedback, reinforcement, and additional instruction and practice in self-regulation, requesting help, and using skills in varying situations.

[Facilitating Peer Interaction](#)

[Teaching Young Children Self-Control Skills](#)

[Supporting Children During Play](#)

Intensive Interventions

- Develop lessons that address specific skills. Provide and teach self-regulation strategies.
- Develop social stories that address a specific skill for children experiencing difficulty. Include visuals and actual photos in the story.

[Process for Teaching Social Skills](#)

[TATS Talks - Developing and Teaching Social Skills Lessons](#)

[Visual cue Scripts for Playing with Friends](#)

3e. There is evidence that teachers communicate and collaborate with families.

Quality Indicators:

- Teachers and staff maintain regular communication with families about classroom themes, schedules, and goals, including suggestions for follow-up at home.
- Teachers collaborate with families and gain information about children's use of functional skills, as well as use of skills in various settings and with multiple people and situations.
- Teachers/staff consult with and include related service providers in supporting families' participation in meetings. Families are provided needed information to be comfortable sharing information about their child.



Questions to Ask:

- ✓ Are families encouraged to visit (within guidelines established by administrator), correspond, and/or make appointments to visit or conference?
- ✓ Do teachers/staff adhere to rules related to confidentiality of students?



Supports, Accommodations, Adaptations

Links for Additional Information
Right click to open in new window

Universal Supports

- Develop a system (family bulletin board, newsletter) to share information with families.
- Welcome families and allow for regular times in your schedule for meetings, conferences. **Provide time and methods for families to share information.**
- Communicate regularly regarding children's progress and needs as well as suggestions for **reinforcing skills in various settings.**

[A Family Engagement Guide from Head Start](#)

[Tips for Schools to Enhance Family Engagement](#)

[Family Brochure for COS](#)

Targeted/Specialized Supports

- Update family members regularly regarding progress related to IEP goals, **COS information**, as well as other skills noted in progress monitoring.
- Collaborate with families to present information (visuals, vocabulary, routines) consistently.
- Provide resources and information about community resources that might be beneficial to the family.

[Encouraging Family Engagement - CEC checklist](#)

[Sharing Class Rules with Families](#)

[Links to TATS Talks to Families](#)

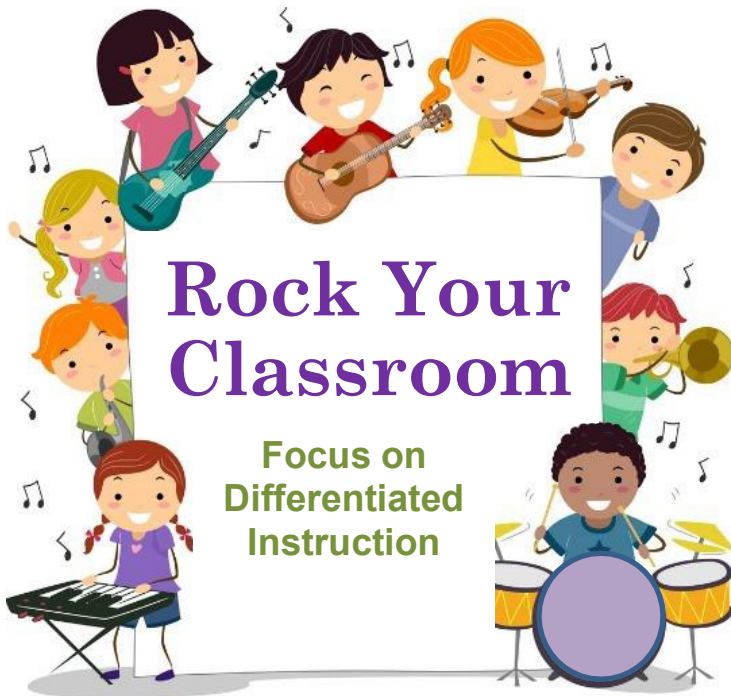
[Talking Points for Gaining Family Input](#)

Intensive Interventions

- Discuss skills and behaviors related to children's disabilities honestly but kindly with family members.
- **Involve families in setting goals and in helping to monitor the impact of interventions in the home setting. Involve family members in the COS process and facilitate their sharing of information.**
- Provide information about community resources and support groups that might be helpful to the family.
- Collaborate and have discussions with families to not only identify issues but to celebrate progress in steps toward goals.

[Partnering with Families in Ongoing Assessment](#)

[Including Families in Information Gathering](#)



Rock Your Classroom

Focus on
Differentiated
Instruction

Observation Guide Professional Development Tool

Guide to Evidence-based Practices





Focus on Differentiated Instruction:

- Teachers conduct ongoing progress monitoring to inform instruction.
- Scaffolding/Universal Design for Learning practices are demonstrated.
- Accommodations or modifications are used as needed or indicated on IEP's.
- Varieties of group sizes and length of activities are used.
- All children have opportunities to participate with peers in activities.

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4. Differentiated Instruction	
4a. Teachers conduct ongoing progress monitoring to inform instruction.	
<p>Quality indicators:</p> <ul style="list-style-type: none"> Teachers refer to information from progress monitoring to develop differentiated instructional strategies and include these strategies in the lessonplan books. They develop progress monitoring forms and refer to the forms for gathering data related to the three Child Outcome areas. Teachers recognize children's different levels of participation and differences in their functional use of skills. Teachers are familiar with and understand the use of the district-approved informational tool. 	
<p>Questions to ask:</p> <ul style="list-style-type: none"> ✓ <i>What resources do you use to support scaffolding of instruction?</i> ✓ <i>Where do you address differentiated instruction in your lesson plans?</i> ✓ <i>How do you include all children as active participants in the lessons or class activities?</i> ✓ <i>How do you use progress monitoring data to inform your instruction and guide you in providing practice to children in the functional use of skills?</i> 	
<i>Supports, Accommodations, Adaptations</i>	<p><i>Links to Additional Information</i> <i>Right click to open in new window</i></p>
<p>Universal Supports</p> <ul style="list-style-type: none"> → Employ use of Student Progress Monitoring and District-approved Informational Tool to inform instruction, goals, and COS data. → Observe children's use of functional skills across situations and settings and incorporate progress monitoring into daily routines. → Collaborate with staff, related service providers, and family members to gather data about children's functioning in multiple situations and settings. 	<p><u>Resources for Progress Monitoring - TATS page</u></p> <p><u>Progress Monitoring Tips for Teachers (Head Start Inclusion)</u></p> <p><u>Examples and Definitions: Assessments for Progress Monitoring</u></p>
<p>Targeted/Specialized Supports</p> <ul style="list-style-type: none"> → Use skill assessment checklists that focus on functional skills in the Child Outcome areas. → Develop a planning matrix based on goals as they relate to the daily routine. Use the matrix to determine which progress data to collect at varying parts of the routine. → Gather information related to IEP goals, as well as information related to classroom performance throughout the day in varying situations and with varying people. 	<p><u>Skill Assessment Checklist</u></p> <p><u>Progress Monitoring - Tips for Teachers of Children with Disabilities (Head Start)</u></p> <p><u>Teacher Planning Matrix</u></p>
<p>Intensive Interventions</p> <ul style="list-style-type: none"> → Break down goals into smaller steps (task analysis) to show both progress and continued needs accurately. Use this data to inform instruction that emphasizes children's ability to use skills in functional ways. → For children with highly individualized needs, collect data more often so that needs are evaluated frequently and that practice in multiple settings is provided. 	<p><u>Monitoring Behaviors during Routines</u></p> <p><u>Child Assessment Worksheet - Head Start</u></p> <p><u>Progress Monitoring Flow Chart</u></p>

4b. Scaffolding/Universal Design for Learning practices are demonstrated.

Quality indicators:

- Teachers differentiate instruction for children based on individual needs.
- References to differentiated instructional strategies are included in the lesson plan books.
- Teachers recognize children's different levels of participation and make changes **as needed to assist children with functional use of skills.**
- All children are active participants in lessons **and lessons emphasize functional skills.**
- **Teachers plan times in the schedule to provide opportunities for practice of skills across varying settings, situations, and people.**



Questions to ask:

- ✓ *What resources do you use to support scaffolding of instruction?*
- ✓ *Where do you address differentiated instruction in your lesson plans?*
- ✓ *How do you include all children as active participants in the lessons or class activities?*



Supports, Accommodations, Adaptations

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

Universal Supports

- Establish acceptance of special needs and special talents among children in the classroom.
- Provide accommodations such as additional time for activities, specialized materials, and specific feedback.
- **Facilitate the practice of skills throughout the activities of the classroom and in settings throughout the day.**

[Resources for Universal Design for Learning - TATS page](#)

[Embracing Inclusion in Early Childhood](#)

Targeted/Specialized Supports

- Provide environmental supports the **support independent functioning** by using visual cues throughout the classroom.
- Provide picture, photo, and objects that **support lessons with real-life examples.**
- Provide support with materials regarding placement for access and stabilization. **Use specialized materials and provide practice in functional use of materials.**
- Present curriculum in manageable segments and **relate information to functional use of skills.**
- Employ the use of peer buddies for social interaction and mild assistance with activities.

[Individualizing Instruction in Preschool Classrooms](#)

[A Guide for Inclusion - Individualizing Instruction \(Head Start\)](#)

[VPK Teacher Activity Cards](#)

[Overview of Individualized Supports and Accommodations](#)

Intensive Interventions

- Prompt and assist children in making responses while following their lead to **encourage their communication in a variety of settings and for multiple purposes.**
- Provide accommodations such as reducing the number of steps in an activity, presenting picture sequences of activities, and increasing opportunities for practice.
- **Collaborate to share and gather information from family members and service providers to provide consistency and increase opportunities for children to practice the use of skills across multiple situations and settings.**

[Characteristics and Breadth of Child Outcomes Areas Domains](#)

[Embedding Individualized Instruction, Modifications, Adaptations](#)

[Tips for an Integrated Therapy Approach Disabilities](#)

4c. Accommodations or modifications are used as needed and/or indicated on IEP's

Quality indicators:

- All children are active participants in activities and **lesson plans indicate practice of skills across multiple settings.**
- Activities are modified to accommodate the needs of children and plans address the **same standards and use of skills** as their typically developing peers.
- Accommodations or modifications are in accordance with IEPs, documented in lesson plans, and **methods of practice are shared with families and service providers.**



Questions to ask:

- ✓ *What types of modifications are used to ensure participation of children with special needs in all activities?*
- ✓ *What types of accommodations are used to ensure the participation of children with special needs in all activities?*
- ✓ *How are you documenting accommodations or modifications?*
- ✓ *Are you aware of, and implementing, accommodations or modifications for children with IEPs?*



Supports, Accommodations, Adaptations

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

Universal Supports

- **Collaborate with families related** to family goals, instructional plans, and IEP goals and objectives and develop plans needed to address those goals.
- Be aware of your role in the discussion of children's needs **and progress and facilitate the participation of family.**

[Visual Supports Checklist](#)

[Tools for Inclusion - Head Start](#)

Targeted/Specialized Supports

- **Goals should be functional and meaningful.** Be aware of each child's goals and consider the goals when planning instruction.
- Provide supports, adaptations, and accommodations in environment, materials, curriculum, and **activities in various settings throughout the day.**
- **Consider various ages, developmental levels, interests, and modes of communication and response when planning lessons.**
- Consider needs for assistive technology as well as needs for prompts and supports during all activities.

[Overview of Individualized Supports](#)

[Adapting Activities and Materials](#)

[Supporting Various Ages and Developmental Levels](#)

[Supports and Adaptations - Special Education Interventions - TATS Talks](#)

Intensive Interventions

- Provide intensive adaptations, and accommodations in environment, materials, curriculum, and activities throughout the day.
- Provide assistive technology and adaptive equipment as needed. Be sure that you and other staff have been trained on its use.
- Be aware of prompting hierarchy needed during the assistance of each child.

[Individualizing Instruction in Preschool Classrooms](#)

[Embedding Individualized Instruction, Modifications, Adaptations](#)

[Addressing Adaptive Skills in the Classroom](#)

4d. Varieties of group sizes (whole, small, individualized) and length of activities are used.

Quality indicators:

- Groups vary in number and characteristics and children are grouped in ways that expose them to multiple abilities and activities.
- Small group and individual practice are provided as follow-up for teaching skills introduced in whole group lessons.
- Teachers/staff are aware of and plan for shortening the time of activities or breaking activities into short/small components when needed to address needs.
- Teachers are aware of class/group size ratio and vary ratios, activities, people, and settings. Teachers, staff, and families observe children engaged in multiple activities and note their functional use of skills.



Questions to ask:

- ✓ How are group sizes varied and used in the classroom?
Are children grouped with different peers on a regular basis?
- ✓ Is the length of time of activities varied or individualized based on learning needs of the children?



Supports, Accommodations, Adaptations

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

Universal Supports

- Observe and monitor children in various size groups.
Make use of small group sizes to observe children more closely and to observe social dynamics of groups.
- Provide activities that promote cooperative play.
Facilitate various activities during play.

[Grouping Children for Social Growth](#)

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

Targeted/Specialized Supports

- Make use of various size groups during the daily routines and schedules in order to meet individual needs for instruction, self-care, and social skill training.
- Individualize lessons, interests, and curriculum adaptations during small group times in the routines.
- **Develop activity matrixes that address small groups as well as individual instruction.**
- **Provide time in groups of various sizes that are based on a variety of traits, interests, and abilities.**

[Collaborative Planning for Addressing Individual Needs](#)

[Using Adapted Books to Encourage Participation](#)

[Sample Group Activity Matrix](#)

[Sample Individual Activity Matrix](#)

Intensive Interventions

- **Develop daily schedules that provide for both group and individual instruction and progress monitoring based on children's IEP's, as well as standards.**
- Incorporate additional guided practice, individualized instruction, and intensive interventions into small group/individual settings during the day.
- Plan for implementation of curriculum modifications during small group follow-up of lessons.

[Curriculum Modification Planning Form](#)

[Ideas to Engage Children with Significant Disabilities](#)

4e. All children have opportunities to participate with peers in activities.

Quality indicators:

- Children are active participants in class activities.
- Lesson plans include notes related to IEP goals, accommodations, modifications or differentiated instructional strategies as needed.
- Materials and activities are varied to accommodate for individual needs in learning styles, attention spans, needs for movement, repetition, and multiple modes of response. Materials and activities focus on children's functional use of skills.
- Teachers demonstrate and encourage empathy and tolerance and teach skills for interacting and problem-solving with peers.



Questions to ask:

- ✓ Are needed accommodations and adaptations readily available to facilitate all children being included in activities?
- ✓ Does an atmosphere of inclusion and friendship exist in the classroom?
- ✓ Do all teachers/staff work to support all children's participation in activities?



Supports, Accommodations, Adaptations

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

Universal Supports

- Determine what kinds of supports each child in the class needs to participate successfully. Develop activities and lessons that are based on skills in the Florida Early Learning and Developmental Standards.
- Provide the three basics of Universal Design:
 1. Multiple means of representation
 2. Multiple means of action and expression
 3. Multiple means of engagement

[Universal Design for Learning and Strategies for Inclusion - TATS page](#)

[Early Childhood Building Blocks - Universal Design for Learning - Resources for Early Childhood](#)

[Universal Design for Learning in Pre-K Inclusive Environments - TATS and FIN Talk](#)

Targeted/Specialized Supports

- Provide support strategies to enhance each child's participation in activities as well as support practice in the use of functional skills.
- Provide social skills instruction and guided practice to enable children with social and behavioral difficulties to participate with peers.
- Develop a program of positive support which includes visuals, routines, social skills lessons, and adapted curriculum instruction.

[Visuals for Supporting Social Interactions](#)

[Developing and Teaching a Social Skills Lesson](#)

[Supports and Adaptations - Special Education Interventions - TATS Talks](#)

[Developing Positive Supports for Social Behavior](#)

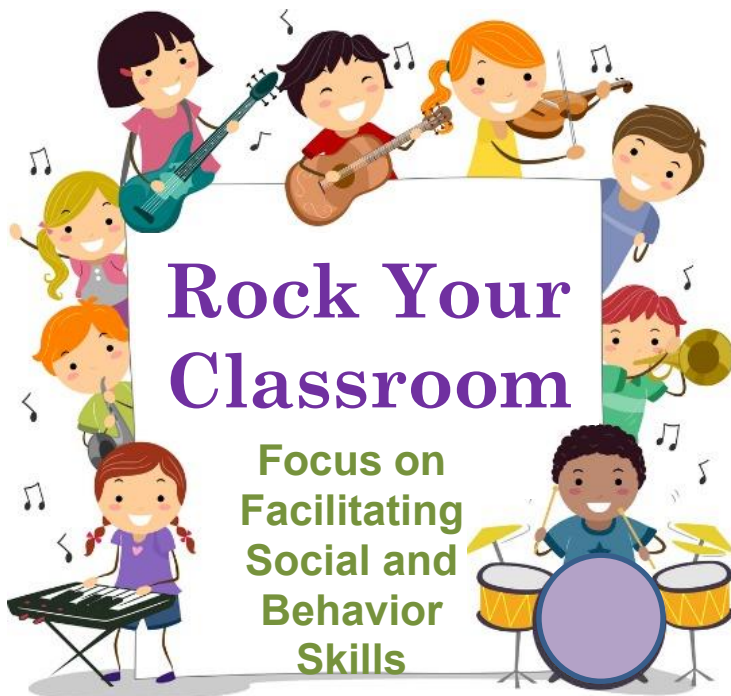
Intensive Interventions

- Collaborate with therapists, service providers, and families in providing needed supports and practice in multiple settings and situations.
- Develop IEP accommodations and other plans to provide supports needed for inclusion during activities.
- Use a range of service delivery options including varying group sizes and varying locations.
- Foster communication and collaboration with families.

[Integrated Therapy - TATS Talks](#)

[Tips to Consider: Reflecting on Challenging Behavior](#)

[Essentials for Supporting Social, Emotional, and Behavioral Development](#)



Observation Guide Professional Development Tool

Guide to Evidence-based Practices



Focus on Facilitating Social and Behavior Skills :

Teaching and practice of behavior expectations

Direct instruction for social skills

Supports for children who experience social and behavioral difficulties

Teaching and supporting transitions

Opportunities for making choices and initiating activities

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TATS is funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services (BEESS), through federal assistance under the Individuals with Disabilities Act (IDEA), Part B, Section 619.

5. Facilitation of Social Skills and Behavior Management

5a. A system is in place for teaching and providing practice for behavior expectations.

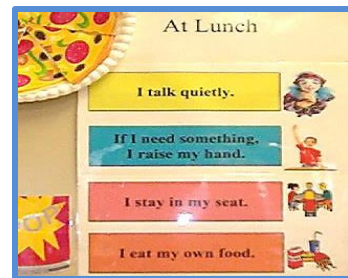
Quality indicators:

- Teachers are proactive instead of reactive.
- Teachers promote and recognize positive behavior.
- Teachers review the daily rules throughout the day allowing time for direct instruction and practice.
- Rules are posted with pictures and words.
- Teachers are aware of developmentally appropriate, as well as age-expected behavior skills.
- Teachers and staff assist children in understanding and practicing rules in various settings.
- Emphasize and practice functional use of rules.



Questions to ask:

- ✓ How do children know what the rules mean?
- ✓ How often do you review the rules and classroom expectations?
- ✓ How do you take into account what is developmentally appropriate for typically developing children and children with special needs when addressing behavioral issues?



Supports, Accommodations, Adaptations

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

Universal Supports

- Display visuals and reminders for routines, schedules, and rules throughout the classroom.
- Review rules and expectations regularly and provide individual reminders as needed.
- Develop consistent responses for positive descriptive feedback and redirection.
- Provide opportunities for learning and practicing calming techniques.

[Developing and Displaying Rules](#)

[Providing Rule Reminders and Positive Feedback](#)

[Sharing Rules with Families](#)

Targeted/Specialized Supports

- Provide individualized visuals, including photos of actual situations, to help with understanding of rules.
- Provide social scripts and individualized strategies for segments and settings of the day's routines.
- Encourage self-monitoring by providing positive statements and problem-solving strategies.
- Reinforce rules with songs and rhymes that include names and photos of children.

[General Classroom Rules with Visuals](#)

[Rules for Specific Activities with Visuals](#)

[Examples of Visual Displays of Rules](#)

[Circle Time Checklist](#)

Intensive Interventions

- Individualize rules by displaying in varying modalities (visual, tactile) with use of photos or individual child and activity.
- Provide individual assistance and monitoring, along with frequent and immediate feedback.
- Provide guided practice and repetition of actions in order to help children remember the actions associated with specific rules.

[Developing Individualized Rules](#)

[Specialized and Individualized Rules](#)

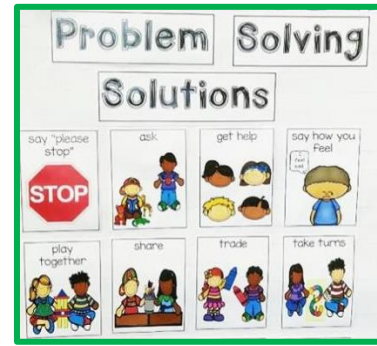
[Calming-down and Self-regulation Strategies](#)

5. Facilitation of Social Skills and Behavior Management

5b. Direct instruction is provided for social skills and replacement behaviors.

Quality indicators:

- Direct instruction related to age-expected social and behavior skills is provided by the teachers.
- Teachable moments are used to further explain classroom expectations.
- Children are provided with an alternative behavior and new skills are taught. Guided practice is provided.
- **Children are provided opportunities to practice social skills in multiple settings and situations.**
- Visual supports are used.



Questions to ask:

- ✓ How do children know what to do?
- ✓ How do you teach replacement behaviors?
- ✓ What visual supports are used to assist in the correction of inappropriate behavior?



Supports, Accommodations, Adaptations

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

Universal Supports

- Develop social skill lessons based on Florida Early Learning and Developmental Standards and scaffold according to individual needs.
- **Employ a combination of direct instruction and embedded strategies for addressing social skills throughout daily routines and in multiple settings.**
- Facilitate social skills by engaging with children and providing guided practice.

[Activities that Encourage Sharing and Cooperating](#)

[Overview of Embedding Social Skills](#)

[Florida Early Learning and Developmental Standards](#)

[Breadth of the Child Outcomes \(ECTA\)](#)

Targeted/Specialized Supports

- Teach calming-down strategies as distinct lessons. Provide guided practice and visuals as needed.
- Teach replacement behaviors, including calming down techniques and stating emotions, in lessons and individually. Remember that each child's replacement behaviors will be determined by levels of development, language comprehension, and motivators.
- Provide visuals and photos to guide and remind children of expectations.

[Calming-down and Self-regulation Strategies](#)

[Using Books to Support Social Emotional Development - Examples](#)

[Teaching Young Children Self-Control Skills \(National Mental Health and Education Center\)](#)

[Developing and Teaching Social Lessons](#)

Intensive Interventions

- Develop individualized visual, tactile, and auditory supports to reinforce and remind children of expectations.
- Provide monitoring and individual assistance to reinforce lessons and redirect as needed.
- Provide supports for social communication throughout the day (visuals, core board, AAC, signs)
- **Collaborate with therapists and service providers and families to determine strategies and monitor progress.**

[Visuals to support Social Skills and Social Communication](#)

[Teaching Social Skills to Preschoolers with Special Needs](#)

5.Facilitation of Social Skills and Behavior Management

5c. Additional supports and instruction are provided to students with behavioral/social difficulties.

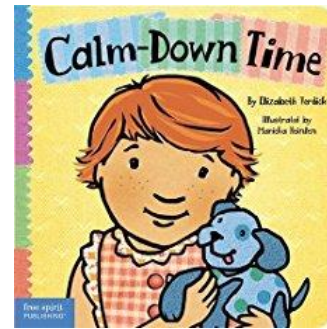
Quality indicators:

- Children remain in group activities and are not seated away from the other children on a regular basis unless it is to provide individualized interventions.
- Children who experience difficulties with social behavior are reminded of and retaught skills and strategies as needed and prior to activities and situations that are new, in different situations, or that have been triggers for issues in the past.
- Frequent and continued attempts are made to include all children in instruction and class activities.



Questions to ask:

- ✓ How do you redirect problem behaviors?
- ✓ Are plans in place to keep children who are experiencing difficulty with the class group and to support those who need are unable to remain in the group?
- ✓ Are classroom staff members aware and trained regarding needs and supports for children who require intense behavior interventions or assistance for calming?
- ✓ Are children provided with positive feedback regarding social behaviors?



Supports, Accommodations, Adaptations

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

Universal Supports

- Provide consistent and specific feedback related to expectations.
- Provide verbal and visual supports.
- **Teach calming down and self-regulation techniques as direct instruction and embedded throughout the day.**
- **Facilitate social interactions through center play, cooperative games, and group activities.**

[Teacher Tools from Head Start - Supporting Social Skills](#)

[Self-Regulation Briefs from University of North Carolina](#)

Targeted/Specialized Supports

- **Provide individualized supports through visuals, and rules, labels to define areas, and reminders throughout daily routines and multiple locations.**
- Provide social scripts with pictures and photos to define and **describe the functional use of expectations in multiple situations.**
- Provide clearly stated replacement behaviors and provide direct instruction and guided practice.

[Developing Supports for Schedules and Routines](#)

[Developing Clearly Defined Areas in the Classroom](#)

[Tips for Using Visuals with Young Children](#)

[Calming-down and Self-regulation Strategies](#)

Intensive Interventions

- Collaborate with service providers, therapists and families to develop strategies across skill areas that impact behaviors (examples: communication, core board, AAC, or sensory needs)
- **Collaborate with families to establish consistency and generalization of skills. Provide family members with information about community and school resources.**
- Develop an individual positive support or behavior intervention plan if warranted.

[Individualized Rules and Self-Monitoring](#)

[Overview of Considerations for Addressing Challenging Behaviors](#)

[10 Tactics for Dealing with Tantrums in the Classroom](#)

[Tool Kit for Informaed Care & Instruction](#)

5. Facilitation of Social Skills and Behavior Management

5d. Transitions are anticipated, taught, and supported throughout the day.

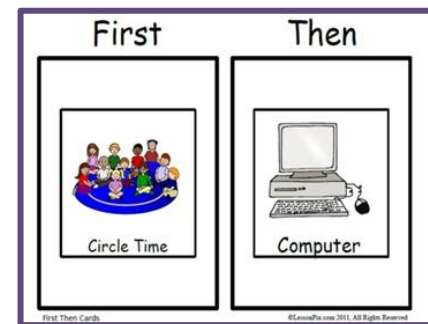
Quality indicators:

- Transitions are planned instructional times and are documented in the lesson plan book.
- Children are prepared in advance for transitions during a morning review of the daily schedule and again when the activity is changing.
- Teachers provide children with functional skills and practice related to transitions, referring to the expectations and the order of activities of the day.
- **Teachers prepare and provide practice for transitioning to multiple situations and settings. Visual supports and social scripts are used to help children know what to expect in various settings.**



Questions to ask:

- ✓ How do you prepare children for transitions?
- ✓ What activities do you prepare to ease transitions?
- ✓ What types of visual supports do you use to ease transitions?
- ✓ Are these supports used throughout the day, week or year?
- ✓ Are they changed as the needs of the children change?



Supports, Accommodations, Adaptations

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

Universal Supports

- Teach expectations for transitions through direct instruction and guided practice.
- Provide supports for transitions with visuals, songs, rhymes, and other cues (sounds, actions)

[Universal Design for Early Childhood](#)

[Transition Strategies for Early Childhood](#)

Targeted/Specialized Supports

- Provide picture and photo schedules and refer to them frequently. Individualize and provide guided practice.
- Provide first/then statements to prepare for transitions.
- **Plan children's functional class "jobs"** so that they are closely related to times of difficult transitions. Provide specific and positive feedback.
- Develop social scripts related to specific transitions.

[Teaching and Supporting Transitions](#)

[Preparing Children for Transitions](#)

[Using Social Stories to Teach Transitions](#)

[Transition Songs for Classrooms](#)

Intensive Interventions

- Provide specialized supports for transitions (visual, tactile, auditory).
- **Provide guided practice and individual assistance in a variety of situations** to children who have difficulty following the steps of routines and transitions.
- **Collaborate with service providers, therapists, and families** to develop supports to address communication, sensory, motor, cognitive, and other concerns.

[Specialized Visuals for Daily Routines](#)

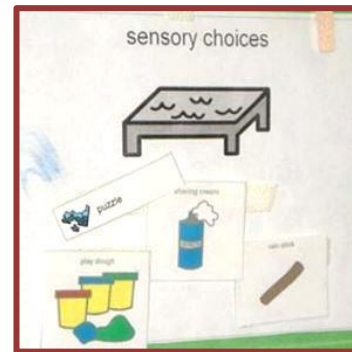
[Preparing Children by Teaching and Supporting Transitions](#)

5.Facilitation of Social Skills and Behavior Management

5e. Opportunities and instructions are provided for making choices and initiating activities.

Quality indicators:

- **There is a balance of adult directed and child directed activities throughout the day.**
- Children are able to make choices during structured activities – such as stories or songs during the morning circle time.
- Children are able to make choices during unstructured activities – such as centers and recess.
- **Children are encouraged and assisted in selecting and participating in activities that are functional within the routines of the day.**



Questions to ask:

- ✓ *At what times of the day are children permitted to make choices for preferred activities?*
- ✓ *Do you allow children to make choices during structured activities? How so?*



Supports, Accommodations, Adaptations

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

Universal Supports

- Develop a daily schedule with a balance of activities that are child-directed with those that are teacher-directed
- Provide opportunities for children to have choices within the scheduled activities of the day as well as in various settings.

[Giving Children Choices](#)

[Five Ways to Build Decision-making Skills in PreK](#)

[Ideas to Support Child-initiated Learning](#)

Targeted/Specialized Supports

- Facilitate play interactions and initiation with peers through guided practice, peer buddies, and adult modeling.
- **Facilitate interactions in various situations through guided practice (adults in lunchroom, adults and children in other classrooms)**
- Provide social scripts and communication strips to support initiation and play with peers.

[Visuals to Support Play Skills](#)

[Supports for Helping Children with Interaction and Play](#)

[Grouping Children to Promote Social and Emotional Development](#)

Intensive Interventions

- Provide individualized supports for selection and communication of choices (visual, tactile, auditory).
- Collaborate with service providers and therapists to plan for use of core boards, AAC, and other modes of communication.
- Teach choice making at developmental level and during motivating activities. Begin with real objects or photo representation of items.
- Facilitate initiation of activities through guided practice and individual supports.

[Teaching Choice making](#)

[Teaching Children about Choice Making](#)

5. Facilitation of Social Skills and Behavior Management

5f. Teachers' actions provide a nurturing and respectful environment.

Quality indicators:

- Teachers speak with kind words and a calm tone of voice to all children, even those who experience behavior difficulties.
- Teachers communicate with children in a constructive manner and are proactive rather than reactive.
- **The classroom environment is welcoming, accepting, and safe and staff exhibit these attitudes across school settings.**



Questions to ask:

- ✓ How do children know that they are cared for and respected in the classroom?
- ✓ What proactive strategies are put in place to prepare for children with behavioral issues?



Supports, Accommodations, Adaptations

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

Universal Supports

- Engage with children on their level so that you are able to look directly at them.
- Provide “wait time” when asking a question or requesting a response.
- Personalize the environment with photos of the children and labels of their personal areas.
- **Teach children how to request help** and assist them when you see struggles or difficulties.

[Pyramid Model of Supports](#)

[Giving Positive Attention](#)

[Foundations of Emotional Development](#)

Targeted/Specialized Supports

- Facilitate cooperative and imaginative play by suggesting ideas and focusing on kindness and friendship.
- Communicate expectations proactively and provide reminders regularly, not only when problems arise.
- Provide specific strategies for transitions, peer interactions, and routines in advance and with photos specific to each child's needs.
- Provide assistance during whole group and small group activities to children who have difficulty following the lesson or remaining with a task.

[Cooperative Games \(with visuals\)](#)

[Communicating Expectations in Positive Terms](#)

Intensive Interventions

- Collaborate with service providers, therapists, families and classroom staff so that an atmosphere of respect, including confidentiality of information, is established in the classroom.
- Discuss progress, needs, and IEP-related information with family members in a respectful and helpful manner.
- Provide information about community and school resources to families as appropriate.

[Pyramid Practices Checklist \(including Individualized Interventions\)](#)

[Strategies for Children with Challenging Behaviors \(includes family involvement\)](#)

[Tool Kit for Trauma-informed Care](#)



Rock Your Classroom

Focus on
Exceptional
Student
Education
Supports

Observation Guide
Professional Development Tool

Guide to Evidence-based Practices



Focus on Exceptional Student Education (ESE) Supports:

- Teachers and staff are aware of IEP goals, accommodations, and special needs.
- Teachers meet required deadlines, updates, progress monitoring, and IEP mandates
- Teachers and staff coordinate and plan with service providers (examples: Speech-Language Pathologists, Occupational Therapists, Physical Therapists)

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TATS is funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services (BEESS), through federal assistance under the Individuals with Disabilities Act (IDEA), Part B, Section 619.

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](#)

6. ESE supports and services

6b. Teachers meet required deadlines, updates, progress monitoring, IEP mandates.

Quality indicators:

- Teachers are aware of dates for IEP reviews, progress reports, and the paperwork needed for scheduling meetings and sending invitations.
- Teachers provide information about meetings, evaluation/re-evaluation needs to administrator and appropriate district personnel.
- Teachers provide information to and collaborate with families to incorporate information related to Child Outcomes System.



Questions to ask:

- ✓ Is the teacher up-to-date on required IEP components?
- ✓ Does the teacher communicate with parents, administrator, and staff as indicated on the IEP?



Supports, Accommodations, Adaptations

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

Universal Supports

- Maintain accurate progress monitoring for all children.
- Refer to progress monitoring data, along with Florida Early Learning and Developmental Standards (FELDS), when considering and discussing children's possible needs for support.
- Refer to FELDS when determining expectations for age-expected, immediate foundational, and foundational levels of functioning in developing goals and COS information.

[Guide to Monitoring Progress](#)

[Flow Chart for Using Progress Data](#)

[Resources for Progress Monitoring](#)

[Developmental Milestones - FL Help Me Grow](#)

[Florida Early Learning and Developmental Standards](#)

Targeted/Specialized Supports and Intensive Interventions

- Maintain regular progress monitoring related to children's progress in both classroom activities, specific IEP goals and needs across situations and settings.
- Document levels of supports and prompts needed by children in addressing IEP goals and facilitating participation in classroom activities.
- Provide information related to community and school resources to families.
- Welcome and encourage families to ask questions and provide input regarding classroom performance and needs of their children in home and community settings.

[Family Involvement Checklist from CEC](#)

[IEP Toolkit Checklist](#)

[IEP Tool from Bright Futures](#)

[IEP Info at a Glance](#)

[Paperwork Tips for IEP's](#)

[Integrating Child Outcomes with IEP](#)

[TATS Talks with Families about IEP Process](#)

[Teacher Tips for Partnering with Families](#)

6. ESE supports and services

6c. Teachers/staff coordinate and plan with service providers (ex. SLP, OT, PT)

Quality indicators:

- Teachers/staff coordinate with service providers by sharing information about individual student and classroom needs.
- Teachers/staff provide information, schedules, and planning notes to service providers and assist in providing an integrated model of therapy.
- **Teachers and service providers collaborate with families about IEP decisions and conduct discussions to share information related to children's interests, needs, and progress.**



Questions to ask:

- ✓ Does the teacher coordinate with and include service providers in plans, lessons, and activities?
- ✓ Does the teacher welcome therapists into the classroom and facilitate an inclusion model of service delivery?



Supports, Accommodations, Adaptations

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

Universal Supports

- **Share information related to standards, plans, progress, and child outcome measures with families.**
- Refer to developmental checklists, along with Florida Early Learning and Developmental Standards, when considering and discussing children's possible needs for support.
- **Focus on gathering information about children's functional use of skills.**

[Resources for an Integrated Therapy Approach](#)

[TATS Talks about Integrated Therapy Approach](#)

[Collaboration Skills for Teams](#)

Targeted/Specialized Supports and Intensive Interventions

- Maintain regular progress monitoring related to children's progress in both classroom activities and specific IEP goals. **Collaborate with service providers, therapists and families** regarding progress and needs.
- Document levels of supports and prompts needed by children in addressing IEP goals and facilitating participation in activities. Schedule and collaborate with therapists regarding daily schedule, routines, and needs of children.
- **Collaborate with service providers, therapists and family members regarding supports to provide guided practice in the functional use of skills in a variety of situations and settings.**

[IEP Goals Chart](#)

[Service Providers Monthly Logs](#)

[Teacher Summary Report for IEP Meeting](#)

[Effective IEP Teams](#)

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