

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.**

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

[Tip Sheets for Teachers \(Head Start\)](#)

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.

[Classroom Visuals and Supports](#)

[Teachers' Checklist for Individualizing Instruction \(Head Start\)](#)

[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](#)