

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

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

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

[Applying Universal Design for Learning in Pre-K 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](#)

[Addressing Social Skills in the Classroom](#)

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.

[Individualizing Instruction - Universal Design \(TATS and FIN\)](#)

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

[Supporting Participation Skills](#)

[Supporting Various Modes of Response](#)