

ADMINISTRATOR'S GUIDE: IMPORTANCE OF PRE-K ESE

Gateway to Learning – Closing the Gap

Each of the areas listed provides the scaffold to assist in closing the delay gap between developmental age and readiness for kindergarten.

Qualified Instruction

- Instructors and Therapists must follow State guidelines and meet criteria for professional certification as listed in the FL DOE course code directory for Pre-K ESE.
 - These instructors have knowledge of how to provide accommodations for unique learning needs for children who function developmentally birth to 5 years.

Individualized Intervention

- Each child has an Individualized Education Plan (IEP) developed by his/her team of professionals and the family, and based on the child's unique skills/needs as determined by an evaluation, classroom assessments, and progress monitoring.

Continuum of Services

- To the maximum extent possible, children are educated in an environment with same-aged peers.
 - Services are provided through consultation, support facilitation, or separate class depending on the unique needs of the child as referenced in the IEP.

Developmentally Appropriate

- Classrooms, curricula, and interventions are developed in alignment with Florida Early Learning and Developmental Standards from the Office of Early Learning.
- Instruction and accommodations are provided in a developmentally appropriate, play-based, intentional teaching environment.

Foundational Skills

- Long-term studies indicate that a focus on social-emotional, communication, sensory, self-help, motor, and problem-solving skills has the greatest impact on later success.
 - The US Department of Health and Human Services. (2011) *Examining Children's School Readiness Outcomes: Effects of Enhancements to Early Childhood Programs* <https://aspe.hhs.gov/pdf>

Pre-K for unique learning abilities focuses on the skills and needs of the child and provides developmentally appropriate, evidence-based interventions through play-based learning. Areas of focus include: self-regulation, self-help, communication, gross motor, fine motor, and social interaction.

Learn more at: <https://tats.ucf.edu/information-for-administrators-resources-for-program-effectiveness/>



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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.