

A TEACHER'S GUIDE TO THE IMPORTANCE OF PRE-K ESE

Gateway to Learning – Closing the Gap

Qualified Instruction

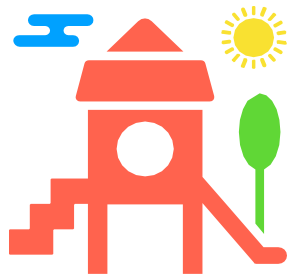
Instructors and Therapists must follow State guidelines and meet criteria for professional certification as listed in the FL DOE course code directory for Pre-K ESE. These instructors have knowledge of how to provide accommodations for unique learning needs for children who function developmentally birth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



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

Developmentally Appropriate

Classrooms, curricula, and interventions are developed in alignment with Florida Early Learning and Developmental Standards 2017. Instructions and accommodations are provided in a developmentally appropriate, play-based 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.

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.



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