



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)

Technical Assistance and Training System (TATS)
3280 Progress Drive
FAAST Center, Suite 250
Orlando, FL 32826

Tel: 407-823-3058
Fax: 407-823-1360
Email: tats@ucf.edu
Website: <http://www.tats.ucf.edu>

TATS is funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services (BEES), 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.

[Strategies for Instruction \(TATS and FIN\)](#)

[Opportunities for Data Collection](#)

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

[Resources for Progress Monitoring](#)

[Teacher Tips for Partnering with Families](#)

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](#)

[Progress Monitoring Methods \(Head Start\)](#)

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.**

[Tips for 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 Info at a Glance](#)

[Teacher Tips for Partnering with Families](#)

[Paperwork Tips for IEP's](#)

[Integrating Child Outcomes with IEP](#)

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

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.**

[TATS Talks to Families about PreK and Disabilities](#)

[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](#)