

## 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 \(Head Start\)](#)