

## 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](#)