

4d. Varieties of group sizes (whole, small, individualized) and length of activities are used.

Quality indicators:

- Groups vary in number and characteristics and children are grouped in ways that expose them to multiple abilities and activities.
- Small group and individual practice are provided as follow-up for teaching skills introduced in whole group lessons.
- Teachers/staff are aware of and plan for shortening the time of activities or breaking activities into short/small components when needed to address needs.
- Teachers are aware of class/group size ratio and vary ratios, activities, people, and settings. Teachers, staff, and families observe children engaged in multiple activities and note their functional use of skills.



Questions to ask:

- ✓ How are group sizes varied and used in the classroom? Are children grouped with different peers on a regular basis?
- ✓ Is the length of time of activities varied or individualized based on learning needs of the children?



Supports, Accommodations, Adaptations

[Links to Additional Information](#)
[Right click to open in new window](#)

Universal Supports

- Observe and monitor children in various size groups. **Make use of small group sizes to observe children more closely and to observe social dynamics of groups.**
- Provide activities that promote cooperative play. Facilitate various activities during play.

[Using Small Group Instruction](#)

[Using an Activity Matrix to observe Small Groups](#)

Targeted/Specialized Supports

- Make use of various size groups during the daily routines and schedules in order to meet individual needs for instruction, self-care, and social skill training.
- Individualize lessons, interests, and curriculum adaptations during small group times in the routines.
- **Develop activity matrixes that address small groups as well as individual instruction.**
- **Provide time in groups of various sizes that are based on a variety of traits, interests, and abilities.**

[Collaborative Planning for Addressing Individual Needs](#)

[Guide to Facilitating Positive Interactions](#)

[Sample Group Activity Matrix](#)

[Sample Individual Activity Matrix](#)

Intensive Interventions

- **Develop daily schedules that provide for both group and individual instruction and progress monitoring based on children's IEP's, as well as standards.**
- Incorporate additional guided practice, individualized instruction, and intensive interventions into small group/individual settings during the day.
- Plan for implementation of curriculum modifications during small group follow-up of lessons.

[Curriculum Modification Planning Form](#)

[Supporting Children in Art and Motor Projects](#)