

Evidence of Lesson Planning

1c. Plans and activities consider and accommodate for individual needs, including IEP goals.

Quality Indicators:

- Teachers' plans indicate use of adapted materials and activities when needed.
- Teachers' plans indicate multiple modes of presentation of lessons and activities and allow for repetition and practice.
- Teachers plan for and allow multiple modes or responses from children.
- IEP goals are addressed on lesson plans.



Questions to ask

- ✓ Are needed adapted materials readily available to children?
- ✓ Are activities planned to allow for multiple modes of learning and responding?
- ✓ Are IEP goals noted on lesson plans and evident in instructional strategies?



Supports, Accommodations, Adaptations

Links for Additional Information
Right click to open in new window

Universal Supports

- Teachers and staff should become familiar with strategies for children who have been identified to have needs for support.
- Plan for accommodations and specialized materials as appropriate. Consult with service providers and family members regarding meeting the needs.
- Monitor progress as well as success of supports in order to share information with family

[Teacher Toolkit for VPK and FELDS](#)

[Resources for Universal Design for Learning](#)

Targeted/Specialized Supports

- Plan and implement a systematic process of prompting
- Provide photos, visuals, and objects related to themes and lesson information.
- Plan for using specialized and adapted materials for motor, vision, and cognitive needs. Plans should include information related to each child's access to activities.
- Allow for extended practice, re-teaching, and strategies such as decreased time at one task, sensory breaks, and hands-on practice.

[Individualizing Instruction in Preschool](#)

[Guide for Individualizing Instruction from Head Start Inclusion](#)

[FL VPK Resource - Language Scaffolding](#)

[Curriculum Adaptations and Modifications](#)

Intensive Interventions

- Consult and collaborate with family and service providers to support goals and be certain that adapted materials are provided.
- Include skills that are related to real-life and provide examples during lessons that allow children to use the information.
- Include adaptive and self-care skills in the daily schedule and provide sufficient support and practice for children to learn the skills.
- Implement specific plans to address behaviors, communication, AAC use as needed.

[Adapting Materials and Activities](#)

[Children with Multiple Disabilities - Tips for Teachers](#)

[Descriptions and Tips for Children with Special Needs \(Head Start\)](#)

[Best Practices - Assistive Technology and Augmentative/Alternative Communication](#)