



Differentiated Instruction	
4b. Scaffolding/Universal Design for Learning practices are demonstrated.	
<p>Quality indicators:</p> <ul style="list-style-type: none"> • Teachers differentiate instruction for children in need. • References to differentiated instructional strategies are included in the lesson plan books. • Teachers recognize children’s different levels of participation and make changes as needed. • All children are active participants in each instructional lesson. 	
<p>Questions to ask:</p> <ul style="list-style-type: none"> ✓ <i>What resources do you use to support scaffolding of instruction?</i> ✓ <i>Where do you address differentiated instruction in your lesson plans?</i> ✓ <i>How do you include all children as active participants in the lessons or class activities?</i> 	
Supports, Accommodations, Adaptations	<p>Links to Additional Information Right click to open in new window</p>
<p><u>Universal Supports</u></p> <ul style="list-style-type: none"> → Educate yourself on special needs of some children and identify strategies that might work. → Discuss special needs and special talents with children in the classroom. → Let children experience assistive devices so that all children in the class are exposed to them. → Provide accommodations such as additional time for tasks, specialized materials, repeated instruction, and frequent feedback to all students. 	<p>Resources for Universal Design for Learning - TATS page</p> <p>Embracing Inclusion in Early Childhood</p> <p>Internet Resources related to Inclusion</p>
<p><u>Targeted/Specialized Supports</u></p> <ul style="list-style-type: none"> → Provide environmental supports by using pictures, symbols and visual cues throughout the classroom. → Provide picture, photo, or objects for schedules, first/then strategies, and transition supports. → Provide support with materials regarding placement of materials for access and stabilization. Use specialized materials as appropriate for children’s needs. → Present curriculum in manageable pieces that are broken into small pieces. → Employ the use of peer buddies for social interaction and mild assistance with activities. 	<p>Individualizing Instruction in Preschool Classrooms</p> <p>A Guide for Inclusion - Individualizing Instruction (Head Start)</p> <p>VPK Teacher Toolkit - Scaffolding Language and Vocabulary</p> <p>Overview of Individualized Supports and Accommodations</p>
<p><u>Intensive Interventions</u></p> <ul style="list-style-type: none"> → Prompt and assist children in making responses. → Provide and facilitate the use of adaptive materials. → Provide accommodations by reducing the number of required steps for completing a task. → Provide special equipment and adapted materials. 	<p>Overview of Interrelatedness of Developmental Domains</p> <p>Embedding Individualized Instruction, Modifications, Adaptations</p> <p>Tips for Teachers of Children with Multiple Disabilities</p>