6. ESE supports and services
6a. Teachers/staff are aware of IEP goals, accommodations, and special needs.

Quality indicators:	
Quality indicators: • Teachers are aware of the goals written into the IEP for children with special needs. • Teachers embed IEP goals into daily activities. • 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.	
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 → 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.	*Universal Design for Learning (TATS and FIN)* *Applying Universal Design in Early Childhood* *Sample Data Collection Sheet* *Resources for Progress Monitoring* *Teacher Tips for Partnering with Families* *Florida Early Learning and Developmental Standards*
Targeted/Specialized Supports **and** **Intensive Interventions** → Embed instruction throughout domains 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.	*Supporting Various Developmental Levels in the Classroom* *Sample Data Collection based on Routines* *Guide to Monitoring Progress*