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.

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 → Follow district and school guidelines for screening children who experience difficulties. → Refer to developmental checklists, along with Florida Early Learning and Developmental Standards, when considering and discussing children's possible needs for support.	*Resources for an Integrated Therapy Approach* *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 and therapists 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 and therapists regarding development of specific plans to address individual needs and supports.	*IEP Goals Chart* *Service Providers Monthly Logs* *Teacher Summary Report for IEP Meeting* *Effective IEP Teams* *Resources for an Integrated Therapy Approach* *TATS Talks about Integrated Therapy Approach*