Rock Your Classroom

Evidence-based Practices for Early Childhood Classrooms

1. Visual supports are used to enhance instruction	
1a. Daily schedule is posted with pictures and words.	

Quality indicators: • The schedule is taught or referred to throughout the day and throughout the school year. • The daily schedule is posted at the children's eye level and is visible from most areas of the room.	
Questions to ask: ✓ *How often do you refer to the schedule throughout the day?* ✓ *How do you use the schedule to teach the routine and class expectations?*	
Supports, Accommodations, Adaptations	*Links to Additional Information* *Right click to open in new window*
Universal Supports → Use **mini-schedules** to show the actions associated with routines (ex. handwashing, lining up). → Pair the symbol with **corresponding verbal directions and provide guided practice** through the activity in order to give children practice in the correct actions.	*Introduction to Schedules* *Class Schedules* *Universal Design for Learning in Early Childhood*
Targeted/Specialized Supports → Use **individual schedules** for children who need to manipulate the schedule cards or who need photos of actual situations. → Provide **accommodations** such as **reduced time, breaks, and sensory strategies** for some activities → Provide **repeated instruction, modeling**, and **guided practice** for routines and activities.	*Flow Chart for Teaching Visuals* *Individual Schedules* *Schedules for Routines*
Intensive Interventions → Use schedules that are **designed and individualized to meet specific needs**: photos, drawings, objects and representative objects (for children who don't yet understand a photo or drawing), tactile (for children with visual impairments or the need for tactile input). → Provide **increased monitoring and interaction** activity to give **reminders and reinforcement** for participation → Provide visuals for **alternative activities** for adaptations for length and level of activities.	*Specialized Schedules* *Schedules for Devices* *Tips and Ideas for Making Visuals - article from CSEFEL (Vanderbilt)*

1b. Schedule is used as a teaching tool to enhance transitions.	
Quality indicators: • Teachers refer to the schedule throughout the day using it to share expectations. • Teachers use the schedule to prepare children for changes in activities and movement from one instructional time to another.	
Questions to ask: ✓ *How do you use the daily schedule to support transitions?* ✓ *How often do you refer to the schedule throughout the day?*	

Supports, Accommodations, Adaptations	*Links to Additional Information* *Right click to open in new window*
Universal Supports → Pair the symbol with ***corresponding verbal directions and provide guided practice*** through the activity in order to give children practice in the correct actions. → Provide a visual symbol and verbal cue that indicates that it is time to change activities	*Universal Design for Learning in Early Childhood* *Flow Chart for Teaching Visuals*
Targeted/Specialized Supports → Use ***individual schedules*** for children who need to manipulate the schedule cards or who need photos of actual situations. → Provide ***repeated instruction, modeling***, and ***continued guided practice*** for transitions. → Incorporate schedules that show ***"first" and "then"*** to prepare and reassure children who benefit from knowing what will happen next. → Incorporate a method to let children know that an ***activity has been completed*** or is over (turning the visual symbol over, or placing the symbol in a "finished" envelope).	*How to Make a First/Then Visual (Vanderbilt)* *Schedules for Transitions (First/Then)* *Teaching and Supporting Transitions*
Intensive Interventions → Use transition cues that are ***designed and individualized to meet specific needs***: photos, drawings, objects and representative objects, tactile, photos of the specific child in area or activity. → Provide ***increased monitoring and interaction*** during each transition to give ***reminders and reinforcement*** for changing activities	*Transition Tip Sheet (for difficult transitions from ConnectAbility)* *Helping Children with ASD Transition Successfully - University of Indiana*

1. Visual supports are used to enhance instruction

1c. Rules are posted with pictures and words

Quality indicators:
- Children are able to see the rules, posted with pictures and words, from all areas of the room.
- Pictures are provided that clearly define the rules of the classroom.
- The number of rules ranges from three to five rules.
- Children participate in rule development.
- Rules are referred to throughout the school day and school year.
- Rules are easily understood by young children.

Questions to ask:
- ✓ *How do you develop the classroom rules?*
- ✓ *How do you teach the rules to the children?*
- ✓ *How often do you refer to the rules throughout the day or the school year?*
- ✓ *How do you address rules that have been broken*

Supports, Accommodations, Adaptations	*Links for Additional Information* *Right click to open in new window*
Universal Supports → Pair the rule symbol with ***corresponding verbal directions and provide guided practice*** through the activity in order to give children practice in the correct actions. → Incorporate ***frequent verbal statements*** to inform children that they are following the rules.	*Displaying Classroom Rules* *General Classroom Rules with photos - Vanderbilt* *Sharing Rules with Families*
Targeted/Specialized Supports → Use ***individual rule cards*** for children who need to hold or be shown the cards as reminders. → Use ***photos*** of the class or a specific child(individualized rules) → Use ***social statements*** to make a story about following a specific rule. → Incorporate a method for self-monitoring to let children ***know how they are doing***. Provide a monitoring system.	*Specialized and Individualized Rules* *Specific Rules for Activities - Vanderbilt* *Providing Rule Reminders and Positive Feedback*
Intensive Interventions → Provide increased monitoring, repeated instructions, and guided practice along with visuals that are ***designed to meet specific needs*** (photos, objects) → Use an individualized schedule for delivery of ***reinforcement***, starting with a ***few focus rules*** and ***brief time periods***. → Provide an ***individualized social script*** with photos to address specific needs for understanding expectations.	*Social Scripts and Self-monitoring* *Classroom Rule Book*

1. Visual supports are used to enhance instruction
1d. Class displays are child-created and/or related to instructional units.

Quality indicators:
- The classroom display changes throughout the year.
- The display is predominantly child created.
- There is variety in the display – some projects are academic such as writing or patterning, some projects are class projects, and some are purely for exploration and creative expression.
- The materials are hung at eye level.

Artistic Process Emphasized:
Children are permitted to explore and create.

Questions to ask:
- ✓ *When are children allowed to create their own artwork or explore with creative materials?*
- ✓ *Are children allowed to create class projects that differ from the teacher provided samples?*

Product development is emphasized:
Adult directed activity with minimal creative expression

Supports, Accommodations, Adaptations	***Links for Additional Information*** ***Right click to open in new window***
Universal Supports → Discuss and display **expectations** for the art center and provide prompts and guided practice in selecting, using, and cleaning up materials. → Encourage children to work in pairs or small groups and to **share ideas** for open-ended projects. → Allow **extra time** or an additional time period for children to be able to complete their projects.	***Supporting Children's Projects*** ***Universal Design for Learning in Early Childhood*** ***How Process-focused Art Experiences Support Preschoolers - NAEYC***
Targeted/Specialized Supports → Provide a **model** and step-by-step directions on a **mini-schedule** for the activity. Model each step of a teacher-directed project. → Accommodate for **sensory defensiveness** by allowing a child to choose an alternative method of using materials. → Use various **placements of paper** (horizontal, vertical) and provide a way to show the border of the artwork (tape, cookie sheet). → Provide **tools** with various sizes and styles of grips and handles	***Supporting Participation and Success*** ***Fine Motor Activities for the Classroom*** ***A Developmental Look at Children's Art***
Intensive Interventions → Provide strategies for children with communication difficulties to participate in **labeling and describing** their projects. → Provide **adapted materials** for children with physical difficulties or disabilities. → **Consult and collaborate** with service providers (ex. Occupational/Physical/Vision)	***Accommodations and Adaptations for Classroom Tools*** ***Fine Motor Development Checklist*** ***Adapting Activities and Materials***

1. Visual supports are used to enhance instruction.
1e. Additional visual supports are used to support instruction.

Quality indicators:	
Quality indicators: • Use of pictures to support verbal communication such as stop signs, individualized picture schedules, scripted stories for social situations or first/then boards. • Incorporation of manipulatives to support stories, finger plays and pictures paired with written words. • Labeled shelves for organization. • Visual supports provide non-verbal reminders and can enhance oral language development.	
Questions to ask: ✓ *How do you incorporate visual supports to enhance instruction?* ✓ *How do you use picture cues to support children who are having difficulty with task completion, following the schedule or adhering to rules?* ✓ *Are they consistently used throughout the day, month or year?* ✓ *Are they revised as needed?*	
Supports, Accommodations, Adaptations	*Links for Additional Information* *Right click to open in new window*
Universal Supports → Post visuals in play centers and activity areas to support children in making choices, communicating desires, following routines. → Provide visuals and manipulatives that support story comprehension, retelling and sequencing. → Organize and clearly label shelves and provide visuals to support cleaning up and putting away materials. → Provide visuals that remind children about social play and interacting with peers.	*Tier 1 Supports - OSEP Technical Assistance Center*
Targeted/Specialized Supports → Provide visuals that assist children in initiating and engaging in play scenarios and in using materials in the play centers. → Pair visuals with instructions and guided practice during play centers and activity times. → Pair photos of real objects with pretend toys and books to help children relate the information to real life → Provide communication visual prompts to help children engage with peers. → Provide first-then strips and mini-schedules for play and activities.	*Visuals to Support Social, Communication, and Transition skills* *Visuals for Supporting Beginning Literacy and Math skills* *Visuals for Supporting Play*
Intensive Interventions → Provide supports that are individualized for specific needs (visuals, photos, objects, tactile) to help children understand and relate to instruction. → Incorporate multi-sensory strategies and increase prompting levels to support participation. → Provide individualized communication systems and/or adapted materials (tools, seating, movement, and sensory) to support participation.	*Literacy for Children with Combined Vision and Hearing Loss*

2. Classroom materials are sufficient and in good condition.	
2a. Classroom areas are organized, clearly defined, and un-cluttered.	
Quality indicators: • All areas of the room are clearly defined. • Materials are organized and easily accessed by children and adults. • Storage of materials not being used in centers or for current instructional units is minimal and not taking up classroom space.	
Questions to ask: ✓ *How often do you rotate materials?* ✓ *How much of the classroom materials are available for use by the children?* ✓ *Which materials in the classroom can only be accessed by adults?*	
Supports, Accommodations, Adaptations	*Links for Additional Information* *Right click to open in new window*
Universal Supports → Define areas with signs (ex. centers, quiet/calm area, class library). → Post signs for areas that are not accessible during parts of the day (ex. computer area "closed").	→ *The Universal Design of Early Education - journal.naeyc*
Targeted/Specialized Supports → Use carpets, carpet squares, and placement of furniture to further define areas of the room. → Provide photos and visuals for students to help clarify and define specific areas (ex. photo of block area with directions for where to play with blocks). → Provide visuals and instructions for putting away materials. Teach children how to match the labels on bins to the materials they are putting away.	→ *Designing Early Childhood Inclusive Classroom* → *Examples of Clearly Defined Areas - Specialized Supports and Intensive Interventions*
Intensive Interventions → Arrange the room so that there is ample space for navigating for children who have special equipment, wheelchairs, walkers, and seating. → Provide adaptations within each area for children with needs for tactile, visual, hearing, motor, and/or communication supports.	→ *Examples of Clearly Defined Areas - Specialized Supports and Intensive Interventions*

2. Classroom materials are sufficient and in good condition.

2b. Shelves, bins, and areas for each child's items are labeled.

Quality indicators:
- Words, pictures and shape outlines may be used when labeling.
- Children know where to put materials when not in use.
- The organizational system for the room is taught to the children.

Questions to ask:
- ✓ *How do children know where materials are stored or where to get desired materials?*
- ✓ *How do the children know where to put materials when they are done?*

Supports, Accommodations, Adaptations	*Links for Additional Information* *Right click to open in new window*
Universal Supports → Labels for each child's areas for storing backpacks, lunchboxes, and individual items should be labeled with their names in addition to a recognizable visual (symbol, photo)	→ *Universal Design Tip Sheet*
Targeted/Specialized Supports → Provide visual mini-schedules and/or social scripts to support children in the processes for locating, using, and putting away materials. → Include labels to indicate that some areas are "closed" and that some materials are "Teacher" materials. → Provide direct instruction and guided practice along with visual mini-schedules for children who are not yet familiar with the directions and actions of cleaning up, putting away items according to category.	→ *Examples of Labels for Specialized Supports and Intensive Interventions* → *Visuals for Supporting Play*
Intensive Interventions → Provide hooks, cubbies, and bins that are accessible for children with motor, movement, or positioning needs, Examples: some bins with easily-removed lids, over-sized hooks for hanging items, a cubby on the end of a row so that it is accessible for a child using a wheelchair. → Consider accommodations for vision, tactile, and hearing when labeling the areas and the materials in the room. → Provide labels related to safety. Emphasize and display safe use of furniture to decrease behaviors such as climbing on the shelves and tables.	→ *Examples of Labels for Specialized Supports and Intensive Interventions*

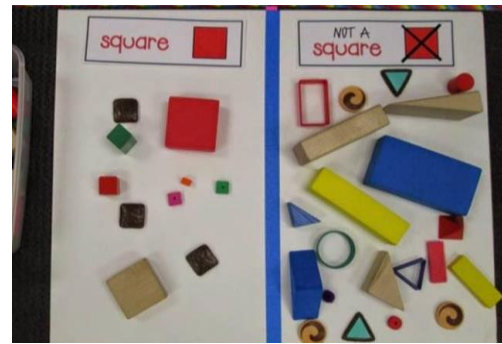| 2. Materials are sufficient and in good condition.	
2c. Materials are of sufficient quantity, interest, and variety to engage all children.	
Quality indicators: • Materials are stored on child-sized shelves. • There are multiples of high interest class materials and shelves are stocked. • There are plenty of activities available in the class that are rotated throughout the year, to keep children actively engaged and extend learning. • Class materials are in good condition.	
Questions to ask: ✓ *How often are materials rotated?* ✓ *Do children have access to high interest toys during center time activities?* ✓ *Can the children access materials independently?*	
Supports, Accommodations, Adaptations	*Links for Additional Information* *Right click to open in new window*
Universal Supports → Consider the following when choosing materials: ✓ Wide range of developmental levels ✓ Wide and varied range of interests ✓ Addressing all domains of development throughout the day ✓ Variety in materials that provide: physical motor play, quiet time, pretend play, manipulative items, problem solving, individual as well as group activities	→ *Best Toys for Young Children by Age and Stage - NAEYC* → *Planning a Developmentally Appropriate Program for Children*
Targeted/Specialized Supports → Provide visual scripts and guided interactive play to assist children who need support in understanding how to use some toys or in engaging in pretend play with peers. → Increase engagement for all children through the use of peer buddies. → Provide visuals that are specific to toys and materials for making choices and for communicating with peers during play.	→ *Let's Play Project - Guidelines to Promote Play Opportunities for Children with Disabilities* → *Toy Tips - Ideas and Options for Children with Special Needs* → *Examples of Supports and Adaptations for Toys and Materials*
Intensive Interventions → Include toys that are cause and effect in nature and that have a variety of responses (ex. lighting up, making noise, moving) and that have a variety of required actions to activate. → Include toys such as puzzles with large knobs and specialized materials with accommodations for tactile, vision, hearing needs.	→ *AT Participation Supports for Young Children with Disabilities* → *Examples of Supports and Adaptations for Toys and Materials* → *Adaptive Materials Resources*

1. Evidence of lesson planning	
1a. Instruction is meaningful, purposeful, and addresses FL standards.	

Quality indicators:	
• Activities are developmentally appropriate for the child's age and skill level. • Children are working toward an intended goal, such as building a tower or expression through art activities. • State standards and IEP goals are considered for both adult-initiated and child-initiated activities. • Teachers prepare for lessons in advance with materials ready when children arrive.	
Questions to ask: ✓ *What are children learning?* ✓ *How are activities developmentally appropriate?* ✓ *How are IEP goals and State Standards (VPK) embedded into this activity?*	***Link to Florida Early Learning and Developmental Standards***

Supports, Accommodations, Adaptations	*Links for Additional Information* *Right click to open in new window*
Universal Supports → Teachers and staff should be familiar with Florida Early Learning and Developmental Standards and be aware of the sequences of development described in each domain of the document. → Plans should allow for extension activities related to themes and skills. → Plans should allow for and encourage child-directed and social play activities.	***Resources for Universal Design for Learning*** ***Teacher Toolkit for VPK and FELDS***
Targeted/Specialized Supports → Lessons and themes should relate to "real-life" and objects and visuals that represent the information should be provided. → Pre-requisite skills and pre-requisite vocabulary should be directly taught → Lessons should provide for additional and extended practice of skills with re-teaching as needed. → IEP information (learning goals, present levels, learning styles and needs for support) is considered when planning and referenced in the lesson plans.	***Individualizing Instruction in Preschool*** ***Sample Lesson Plan (editable)***
Intensive Interventions → Prompting strategies should be pre-planned, taught to staff, and used consistently. → Manipulative and real-life objects should be provided. → Consult with family, service providers, and classroom staff to be sure that activities are accessible to children with intensive needs. → IEP information (learning goals, present levels, adaptations, learning styles and needs for support) is considered when planning lessons and activities.	***Standards-based Instruction for Children with Intellectual Disabilities***

Evidence of Lesson Planning

1b. Teachers know and can describe instructional objectives and purpose of activities.

Quality indicators:	
• Teachers can explain what children are learning throughout the day for all indoor and outdoor activities. • Teachers can explain how activities relate to State Standards or IEP goals. • Teachers are aware of IEP goals, accommodations and/or modifications for diverse learners.	
Questions to ask: ✓ *Do the children understand what they are learning? How do you know this?* ✓ *How are IEP goals and State Standards embedded into this activity?*	

Supports, Accommodations, Adaptations	*Links for Additional Information* *Right click to open in new window*
Universal Supports → Plans should be based on and correlated to the standards. → Teachers and staff should be aware of how the lesson and the activities related to the standards, IEP's (as applicable), and progress monitoring (both formal and classroom-based) tools	*Teacher Toolkit for VPK and FELDS* *Resources for Universal Design for Learning*
Targeted/Specialized Supports → Display visuals stating and showing learning goals for lessons, activities, and specific needs → Cue children to learning goals and show corresponding visuals before lessons and before introducing key details. → Inform children verbally and visually how they are doing and remind them of what they have learned → Teach skills directly and provide additional guided practice.	*Guide for Individualizing Instruction from Head Start Inclusion* *Fl VPK Assessment to Guide Quality Instruction* *Sample Matrix: Know the Goal* *Planning Matrix from Head Start*
Intensive Interventions → State the goals for children with significant needs with simple and clear words and visuals, followed by prompting and guided practice. → Collaborate with families and service providers to determine IEP goals and how they will be addressed.	*Ideas to Engage Students with Significant Multiple Disabilities* *Planning Matrix from Head Start*

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* *Example Lesson Plan with Standards and Accommodations (editable)*
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* *Standards-based Instruction for Children with Intellectual Disabilities* *Example Lesson Plan with Standards and Accommodations (editable)*

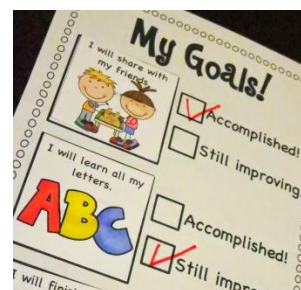| Evidence of Lesson Planning |
|---|
| **1d. Teachers use ongoing progress monitoring to inform group and individual plans.** |

Quality indicators • A system for collecting information about children's performances throughout the day is in use by teachers/staff (examples: clip boards, sticky notes, data collection sheets, targeted goals and skills). • Teachers/staff use a system for recording and monitoring progress (example: teacher-made progress monitoring tool, curriculum-based document, purchased progress monitoring tool). • Progress monitoring is evident for skills across domains and at varying developmental levels. • Information from progress monitoring is used to guide and inform instruction and planning.	
Questions to ask: ✓ *Does the teacher/staff use a progress monitoring tool that has specific skills listed?* ✓ *Does progress monitoring include a variety of skills across domains and at varying developmental levels?*	
Supports, Accommodations, Adaptations	*Links for Additional Information* *Right click to open in new window*
Universal Supports → Refer to FL Standards and to developmental checklists in order to determine appropriate ranges of skill development in each domain.	*Resources related to Progress Monitoring* *Early Childhood Building Blocks for Inclusion (University of Ohio)*
Targeted/Specialized Supports → Provide visuals that support children in understanding goals for specific lessons and activities. → Provide visual expectations and a marking system such as checks or stickers to help children self-monitor. → Support children in rating and determining "How I am doing" related to the steps of learning a skill. → Collect data that is related to specific steps of activities and record the needs for supports. Consult and collaborate with family members and service providers to help determine "next steps" for children.	*Guide for Individualizing Instruction from Head Start Inclusion* *Sample Group Matrix* *Example: Activty Matrix (Individual)* *Checklist based on Routines* *Flow Chart for Using Data* *Opportunities for Observation and Data Collection*
Intensive Interventions → Collect data that is detailed for each activity to describe the level of prompting and support needed, as well as the rate of progress. Data such as this is important for reviewing and revising learning goals. → When collecting data related to behavior supports, include information that can be used in determining antecedent behavior as well as reinforcers. → When collecting data related to communication, note the child's modes of communication as well as reasons for communicating.	*Accommodations and Modifications at a Glance* *Example: Activty Matrix (Individual)* *Flow Chart for Using Data* *Opportunities for Observation and Data Collection*

Evidence of Lesson Planning
1e. Activities match information in plan book and/or posted daily schedule.

Quality indicators:	
Quality indicators: • Teachers keep to the posted schedule in order to maintain consistency and predictability in the classroom. • Teacher explains the routine and expectations throughout the year and children are able to learn routine. • The schedule is flexible enough to address teachable moments or unexpected events that may arise.	
Questions to ask: ✓ *What happens if the children are particularly interested in an activity but the time for the activity is exhausted?* ✓ *Under what circumstances do you change or modify the daily schedule/routine?*	
Supports, Accommodations, Adaptations	*Links for Additional Information* *Right click to open in new window*
Universal Supports → Visual supports for schedules and routines are displayed and referenced throughout the day. → Visuals include a variety of representations in order to meet unique needs.	*Resources for Universal Design for Learning*
Targeted/Specialized Supports → Children are provided assistance and support in learning the meanings of classroom visuals and are provided guided practice during routines and activities. → Provide schedules that accommodate for needs for visual, cognitive, behavioral, and communication support, example: high contrast printing, object, tactile, photo schedule. → Provide for and indicate in the posted schedule times for groups of various sizes as well as for individualized instruction as needed	*Grouping Children to Promote Growth* *The How and Why of Using Small Groups in Preschool*
Intensive Interventions → Provide strategies within routines to assist with transitions, example: first/then cards, timers to show when activities end or begin. → Provide schedules that accommodate for needs for visual, cognitive, behavioral, and communication support, example: high contrast printing, object, tactile, photo schedule. → Provide individualized assistance, prompting, and guided practice → Provide for and indicate in the posted schedule times for groups of various sizes as well as for individualized instruction as needed	*Ideas to Engage Students with Significant Multiple Disabilities* *Opportunities for Observation and Data Collection* *Checklist based on Routines*

2. Embedded instructional strategies in developmental domains
2a. Independent functioning and self-care skills are incorporated in daily routines.

Quality Indicators • Adequate time is allowed for children to participate as independently as possible. Children who need assistance are provided prompts that lead to independence. • Self-care skills are incorporated into daily routines and children participate in activities such as being "snack helper" or other classroom jobs. • Children clean up and help organize/put away materials.	
Questions to ask ✓ *Is ample time allowed during the daily schedule for children to perform self-care skills?* ✓ *Are children encouraged and taught to help with cleaning up and other classroom jobs?* ✓ *Are there visuals to support children through the steps of self-care tasks?* ✓ *Is assistance (with a plan for fading prompts) provided for children who need assistance?*	
Supports, Accommodations, Adaptations	***Links for Additional Information*** ***Right click to open in new window***
Universal Supports → Teach children the steps of self-care routines and allow time in the daily schedule for them to practice. → Place visuals showing step-by-step processes for routines. → Employ appropriate system of prompting in order to develop independence.	***Head Start Inclusion Resources*** ***Florida Early Learning and Developmental Standards*** ***Addressing Adaptive Skills in the Classroom (correlation to FELDS and BDI2)***
Targeted/Specialized Supports → Provide direct instruction using verbal and model directions for steps shown in visuals. → Enhance instruction and practice through use of classroom books and toys in centers. → Coordinate with families in order to provide consistency in teaching self-care skills.	***Helping Children Develop Independence*** ***Links to Six Documents Addressing Adaptive Skills in the Classroom****: Dressing Feeding, Hygiene, Toileting, Personal Responsibility and Participation*
Intensive Interventions → Consult and collaborate with therapists and service providers to develop plans to support children with physical and/or cognitive needs. → Ensure that children with significant needs for support are given ways to participate as much as possible in their self-care routines.	***TATS Talks - Integrated Therapy*** ***Links to Six Documents Addressing Adaptive Skills in the Classroom****: Dressing Feeding, Hygiene, Toileting, Personal Responsibility and Participation*

Embedded instructional strategies in developmental domains	
2b. Gross and fine motor skills are included in daily lessons and activities.	
Quality Indicators • Movement activities are provided periodically throughout the day (ex. movements, marching, walking like animals during circle and/or transitions) • Active play is facilitated and encouraged. • A variety of fine motor activities and materials are available throughout the day. • Fine motor activities are developmentally appropriate and engaging and children receive assistance in fine motor tasks if needed. • Adapted materials and tools are available for fine and gross motor activities	
Questions to ask ✓ *Are motor breaks and motor activities built into daily routines (example: movement activities interspersed with seated activities during circle time; movements incorporated into transitions)?* ✓ *Does the classroom offer a variety of fine motor activities, some of which are provided in centers and free choice areas?* ✓ *Do adults encourage and reinforce gross and fine motor activities throughout the day?*	
Supports, Accommodations, Adaptations	*Links for Additional Information* *Right click to open in new window*
Universal Supports → Lesson plans and daily schedules should include opportunities for gross motor, fine motor, and perceptual motor activities throughout the day. → Children are encouraged and reinforced for their participation in motor activities at varying levels of developmental skills.	*Universal Design in Early Childhood* *Florida Early Learning and Developmental Standards*
Targeted/Specialized Supports → Specialized materials and tools are provided to meet physical, cognitive, and developmental needs. → Movement and sensory activities are provided periodically and increased for children based on individual needs. → Assistance and individual instruction are provided when needed.	*TATS Focus on Self-care and Motor Skills - links to strategies* *Head Start Body Start: Simple Ways to Get Moving* *Best Practices for Incorporating Physical Activities (Nemours)* *Examples of Fine Motor Classroom Activities*
Intensive Interventions → Consult and collaborate with therapists and service providers to provide needed accommodations and adaptations for children with significant needs for support. → Provide assistance and individualized instruction and guided practice with extended time allotments as needed.	*TATS Talks - Integrated Therapy* *Accommodations for Supporting Children in Art and Fine Motor*

Embedded instructional strategies in developmental domains
2c. Social/emotional skills instruction is provided throughout the day.

Quality indicators: - Teachers use direct instruction of social emotional skills (such as sharing or turn taking). - Teachers take advantage of "teachable moments" to reinforce taught skills. - Teachers clearly communicate expectations and choices. - Teachers respect and understand the feelings and emotions of children and help them identify acceptable solutions to difficulties.	
Questions to ask: *When do you provide children with instruction related to acceptable behavior?* *How are the rules and teacher expectations communicated to children?* *Are children taught alternative and acceptable behaviors to replace inappropriate behaviors?*	

Supports, Accommodations, Adaptations	*Links for Additional Information* *Right click to open in new window*
Universal Supports → Provide instruction and practice for social skill development throughout activities. → Provide adult interaction and prompting during play in order to facilitate social peer interaction	***Head Start Inclusion Resources*** ***Florida Early Learning and Developmental Standards*** ***Head Start - News You Can Use - Foundations of Social Development***
Targeted/Specialized Supports → Provide direct instruction, supported by visuals and guided practice, for development of social skills. → Provide instruction with supports and guided practice for children to provide them with strategies for problem solving and seeking assistance when needed. → Provide individualized social scripts, photo and visual examples, and communication prompts for skills associated with play, group interaction, and class rules, for example. → Include recognition of self and others' emotions and feeling in lessons and in teachable moments. → Teach and provide practice and visual supports with prompting for self-regulation skills.	***TATS Focus on Social Skills and Classroom Behavior - links for strategies*** ***TATS Focus on Embedding Social Skills - links to strategies, including Conscious Discipline*** ***Supports for Helping Children Interact and Play with Peers*** ***Process for Teaching Social Skills - from Council for Exceptional Children*** ***Resources for Trauma Informed Support - from FSU Center for Early Intervention*** ***Visuals for Supporting Social Communication*** ***Teaching Young Children Self Control Skills***
Intensive Interventions → Implement specific behavior plans with instruction of social skills included along with interventions to address problem behaviors. → Consult with service providers and include families in instructional strategies to maintain consistency in expectations and supports.	***TATS Talks - Integrated Therapy*** ***Developing Behavior Plans in Preschool (Texas A&M)*** ***Preschool Positive Behavior Support (including Tier 3 Interventions)***

Embedded instructional strategies in developmental domains	
2d. Emphasis on language and communication	
Quality indicators: • Teachers actively engage children in social conversation beyond the scope of the prescribed curriculum. • Teachers identify vocabulary or linguistic concepts and embed them into teaching and learning opportunities. • Teachers provide opportunities to practice use of new vocabulary or linguistic concepts.	
Questions to ask: ✓ *How do you incorporate language or communication-building activities into all areas of the daily routine?* ✓ *What types of questioning strategies do you use to expand thinking and expressive/receptive communication skills?*	
Supports, Accommodations, Adaptations	*Links for Additional Information* *Right click to open in new window*
Universal Supports → Support communication and language development with inclusion of visual supports throughout routines and schedules. → Include vocabulary words with meaningful conversation and discussion with class staff and children throughout the day. → Facilitate communication and language development during play and group activities.	*Universal Design in Early Childhood* *Florida Early Learning and Developmental Standards* *Strategies for Promoting Communication (Ohio State University)*
Targeted/Specialized Supports → Provide visuals to support development of communication and language and vocabulary. → Plan activities that provide opportunities for direct instruction with guided practice to children who require support in skills of answering questions, initiating comments, making choices for example. → Provide direct instruction with guided practice for children to address varying modes and levels of development. → Provide specialized materials for communication.	*TATS Focus on Communication and Language - links to strategies* *Enhancing Children's Language Development (series of seven articles)* *TATS Talk - Supporting Communication* *TATS Talks - Supporting Communiation and Literacy* *Addressing Communication Skills in the Classroom (correldations to FELDS and BDI2)* *Supporting Communication for Various Ages and Developmental Levels*
Intensive Intervention → Consult and collaborate with service providers and therapists to implement specific specialized programs, such as AAC devices, to address significant needs. → Communicate and coordinate with families to provide consistency of interventions.	*TATS Talks - Integrated Therapy* *Teaching Communication of "Yes" and "No" (Project Core)* *Helping Team Members Respond to Various Modes of Communication* *Resources List Related to AAC* *Supporting Children with Various Response Modes*

Embedded instructional strategies in developmental domains	
2e. Early literacy activities are embedded throughout the routine.	

Quality indicators: • Books and literacy materials are in all areas of the classroom, including centers. • Children have access to many books, on a variety of topics of interest, and at developmentally appropriate levels. • Books are rotated throughout the year and coordinate with the class units of study. • Children are provided the opportunity to read and write throughout the day during adult-directed and child-directed activities.	
Questions to ask: ✓ *How often do children visit the reading area or are children read to individually or in small groups?* ✓ *What materials are children provided for independent writing? Where are they located in the classroom?* ✓ *How are children encouraged to select stories to read for pleasure that are not tied to the current unit of study?*	
Supports, Accommodations, Adaptations	***Links for Additional Information*** ***Right click to open in new window***
Universal Supports → Provide books, stories, and lessons that address varying developmental levels. → Plan lessons that address varying needs for extended and guided practice, hands-on activities, and real-life, visual, and photo connections.	***Universal Design in Early Childhood*** ***Embracing Inclusion in the Early Childhood Classroom*** ***Florida Early Learning and Developmental Standards*** ***Developing Literacy-rich Classrooms***
Targeted/Specialized Supports → Consider children's knowledge of pre-requisite skills when teaching new skills. → Provide step-by-step practice, paired with visuals and/or photos, for teaching skills. → Include multi-sensory activities related to early literacy in centers and activity areas. → Ensure that children are given varying modes to respond to activities, questions, and books.	***Individualizing Instruction in PreK Classrooms*** ***Read and Repeat - Suggestions from Center for Early Literacy Learning*** ***Visuals for Supporting Instruction*** ***Supporting Communication for Various Ages and Developmental Levels***
Intensive Interventions → Consult and collaborate with service providers and therapists to determine supports for children with significant needs in areas such as responding and using/manipulating materials. → Provide interventions, accommodations, and adaptations to address needs for individual instruction, adapted materials, and physical assistance.	***Resources Related to Adapting Materials and Activities*** ***Adapting Activities and Materials for Young Children with Disabilities*** ***Supports for Devices*** ***Using Adapted Books to Encourage Participation and Teach Core Words*** ***Curriculum Modification Planning Form***

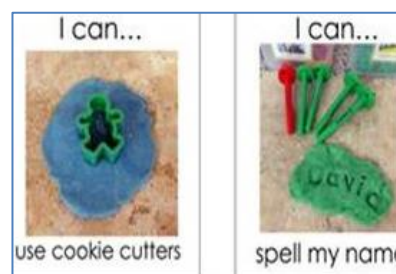| Embedded instructional strategies in developmental domains	
2f. Children are supported in awareness and use of learning goals	
Quality indicators: • Visuals support themes and daily lessons. • Teachers reference "what we are learning", support lessons visually, and follow up with activities to reinforce learning goals. • Topics are introduced to children so they are oriented to teaching and learning tasks. Children can explain targeted vocabulary.	I can wave hello.
Questions to ask: ✓ *Children: What are you learning here?* ✓ *Children: Why is this important?* ✓ *Teachers: How do you use questioning to expand thinking and language comprehension/use?* ✓ *Teachers: How do you introduce lessons so the children find them meaningful and can make connections to previously learned materials?*	I can... use cookie cutters I can... spell my name
Supports, Accommodations, Adaptations	*Links for Additional Information* *Right click to open in new window*
Universal Supports → Display current themes and learning goals in the classroom. → Include goals in daily schedules and lessons. → Clearly state the goals of lessons and activities. → Discuss goals with children and give them opportunities to provide information about what they want to learn, are learning, and how they are progressing.	*Universal Design in Early Childhood* *Embracing Inclusion in the Early Childhood Classroom* *Florida Early Learning and Developmental Standards*
Targeted/Specialized Supports → Provide visuals/photos that show children lesson goals. → Provide simple charts that show children "how many" or "how much" they are accomplishing in relation to their goals. → Provide photos of "what it looks like" when a specific task is being accomplished. → Break long-term goals into small tasks and provide reinforcement frequently during each step.	*TATS Focus on Engagement and Responsiveness - links to resources and strategies* *Individualizing Instruction in PreK Classrooms* *Example of Activity Matrix with Target Skills* *TATS Talk - Teaching Lessons that Last a Lifetime - Promoting Independence*
Intensive Interventions → Provide adapted materials and presentations to assist children in understanding group and individual goals. → Provide modes of presentation and responses that facilitate participation of each child in activities that address goals.	*Adapting Activities and Materials for Young Children with Disabilities*

3. **Engagement and Responsiveness**

3a. Adults and children are engaged in the current activity

Quality indicators:
- Adults are aware of what is happening in the classroom.
- There is a balance of teacher directed and child directed activities.
- Children have the opportunity to make choices and teachers **facilitate** their learning, allowing the children to lead, during this time.
- Teachers check email, work on the computer, or use the cell phone during designated planning times.
- Teachers are having conversations with children and are genuinely interested in the lives of the children.

Questions to ask:
- ✓ *When do you allow children to make choices?*
- ✓ *How do you facilitate, rather than direct, instruction?*
- ✓ *When do you have conversations with children?*

Supports, Accommodations, Adaptations	*Links for Additional Information* *Right click to open in new window*
Universal Supports → Plan lessons that address varying needs for extended and guided practice, hands-on activities, and real-life, visual, and photo connections. → Classroom adults provide feedback, redirection, and supports as needed. → Classroom adults are observant of children's engagement for purposes of providing support and progress monitoring	*Visuals for Supporting Instruction* *Noticing Student Engagement (Marzano document)* *Environments that Invite Learning* *Encouraging Participation in Shared Living*
Targeted/Specialized Supports → Provide adaptations and modifications as needed to assist children in staying engaged and participating. → Include multi-sensory activities related to lessons and themes in centers and activity areas. → Ensure that children are given varying modes to respond to activities, questions, and books.	*TATS-Talks-about-Supports-and-Adaptations* *Zoning the Room for Increased Engagement* *TATS Talks - Supporting Communiation and Literacy* *Embedding Individualized Instruction*
Intensive Interventions → Consult and collaborate with service providers and therapists to determine supports for children with significant needs in areas such as responding and using/manipulating materials. → Provide interventions, accommodations, and adaptations to address needs for individual instruction, adapted materials, and physical assistance.	*Accommodations for Supporting Children in Art and Fine Motor* *Supporting Communication for Various Ages and Developmental Levels* *Using Adapted Books to Encourage Participation and Teach Core Words* *Adapting Activities and Materials for Young Children with Disabilities*

Engagement and Responsiveness	
3b. Conversations (child/child or adult/child) are encouraged and observed	
Quality indicators: • Teachers talk with children about instructional and non-instructional activities. • Teachers and children laugh and teachers seem genuinely interested in the children's attempt to communicate. • Teachers do not use language and communication for the sole purpose of directing children, teaching a new skill or asking questions about activities.	
Questions to ask: ✓ *How / when do you have conversations with the children in the class?* ✓ *What types of things do you talk about?* ✓ *How do you encourage communication beyond instructional topics?*	
Supports, Accommodations, Adaptations	*Links for Additional Information* *Right click to open in new window*
Universal Supports → Set up the room with items and displays that interest children, talk about them, and encourage children to express interests. → Provide wait time and encouragement for children who are hesitant to talk or at beginning levels of communication. → Accept communication from all children in the classroom in the manner they are able to respond. Support efforts of children who have difficulty.	*Talk, Read, and Sing Together Every Day - Ideas for engaging children in conversation* *Reading with Children is an Opportunity for Conversation - project of National Institute of Literacy* *Talking with Young Children*
Targeted/Specialized Supports → Provide visuals such as core boards, communication boards, choice boards to support children. → Provide opportunities for children to "talk about" what interests them and support them with visuals/pictures/objects. → Support children in remembering words with visuals, songs, rhyming patterns.	*Word Games for Listening and Talking - resource from US Office of Special Education - pdf* *TATS Focus on Communication and Language - links to strategies* *Encouraging Oral Language and Conversations*
Intensive Interventions → Collaborate with therapists to develop individualized communication systems. → Be observant of each child's individual levels of development, modes of communication, and preferences for play and toys. → Teach children to make choices and provide visual and object support.	*Helping Team Members Respond to Various Modes of Communication* *Supporting Children with Various Response Modes* *Supporting Communication for Various Ages and Developmental Levels*

Engagement and Responsiveness
3c. Adults demonstrate respect and cooperation in working together.

Quality indicators: • Teachers share in the responsibilities of the classroom. • Teachers work together as a team when planning, facilitating and implementing daily activities. • Teachers speak to each other with kind words and professionalism. • Teachers seem genuinely happy to be in the classroom and enjoying the children and planned activities.	
Questions to ask: ✓ *How are responsibilities shared?* ✓ *Do you enjoy your work and the children you educate?* ✓ *Are duties of teachers/staff varied according to interests and talents? Are the "desirable" and "undesirable" tasks rotated?*	

Supports, Accommodations, Adaptations	*Links for Additional Information* *Right click to open in new window*
Universal Supports • Classroom staff should collaborate to develop a daily schedule that allows them to share in responsibilities. • Classroom staff should attend trainings and workshops to receive information about best practices for teaching young children. • Information related to children's performances for progress monitoring and children's needs should be shared.	*11 Things Rocking Co-teachers Do* *Establishing Classroom Teamwork* *Collaboration in Co-taught classrooms*
Targeted/Specialized Supports • Roles and responsibilities for all aspects of the day should be clearly defined and indicated on the daily schedule. • IEP goals, accommodations, and supports should be addressed by all classroom staff and service providers.	*Checklists for Teacher and Associates - FDLRS document* *TATS Talks about Classroom Collaboration* *Five-Step Process for Collaborative Planning - Minnesota Division of Special Education*
Intensive Interventions • All classroom staff should provide supports in self-care routines. • Collaborate with therapists and service providers to develop specific individualized plans. All staff should be aware of the plans and of the supports needed. • Health plans and emergency response should be shared with all staff. • Classroom staff should be familiar with the stages and sequence of child development.	*Best Practices for Collaborating with Preschool Service Providers* *Domains of Development - Chart* *TATS Talks - Overview of Developmental Domains* *1,2,3 Care - Toolkit for Trauma-Informed Supports*

Engagement and Responsiveness

3d. Adults are interacting with, or facilitating interaction between children.

Quality indicators:	
• Adults are engaged with activities with children. • Adults allow children to assume to role of activity leader and follow the lead of the children. • Adults give children the strategies they need to successfully interact with peers and adults. • Adults exhibit proximity to the children by remaining in areas where children are working and are at the children's eye level.	
Questions to ask: ✓ *When / how do you allow children to "take the lead" in the classroom or during unstructured activities?* ✓ *How do you help children develop independence in their interactions with peers and adults?*	

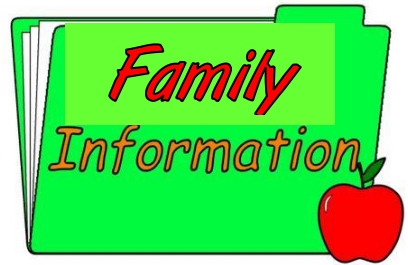| *Supports, Accommodations, Adaptations*	*Links for Additional Information* *Right click to open in new window*
Universal Supports → Arrange the room so that children have a variety of interesting activities. → Provide centers and toys that encourage children to initiate activities and to invite friends to join. → Reference and discuss skills for peer interactions during activities. Relate books to social skills.	*Activities that Encourage Cooperative Play* *Book Nook - Example of Using Books to Support Social Emotional Skills*
Targeted/Specialized Supports → Provide and teach visuals related to class rules, peer interactions. → Facilitate peer interactions and encourage skills such as initiating play, problem solving, and handling conflict. → Remain in close proximity to groups of children for monitoring, providing guided practice of play and interaction skills. → Provide feedback, reinforcement, and additional instruction and practice	*Facilitating Peer Interaction – University of Arizona* *Teaching Young Children Self-Control Skills* *Supporting Children During Play* *Helping Children Learn to Make Decisions* *Grouping Children for Social Growth*
Intensive Interventions → Develop or use a curriculum of lessons that address specific skills. Provide intensive intervention and additional instruction for children who are experiencing difficulties. → Provide and teach visual cues for social interaction. → Develop social stories that address a specific skill for children experiencing difficulty. Include visuals and actual photos in the story.	*How to Choose a Social Skills Curriculum* *Process for Teaching Social Skills* *TATS Talks - Developing and Teaching Social Skills Lessons* *Facilitating Peer Interaction* *Visual cue Scripts for Playing with Friends*

Engagement and Responsiveness
3e. There is evidence that teachers communicate and collaborate with families.

Quality Indicators: • Teachers/staff maintain regular communication with families about classroom themes, schedules, and goals, including suggestions for follow-up at home. • Teachers maintain communication with families about individual children's performances and needs, being sure to maintain confidentiality for each child. • Teachers/staff consult with and include administrators if problems arise during interactions with families.	
Questions to Ask: ✓ *Is information about classroom themes and events posted in a family information area?* ✓ *Are families encouraged to visit (within guidelines established by administrator), correspond, and/or make appointments to visit or conference?* ✓ *Do teachers/staff adhere to rules related to confidentiality of students?*	
Supports, Accommodations, Adaptations	*Links for Additional Information* *Right click to open in new window*
Universal Supports → Develop a system (family bulletin board, newsletter)to share information with families. → Welcome families and allow for regular times in your schedule for meetings, conferences (as directed by school administration) → Communicate regularly regarding children's progress and needs as well as suggestions for reinforcing skills at home.	*A Family Engagement Guide from Head Start* *Tips for Schools to Enhance Family Engagement* *Internet Resources for Partnering with Families*
Targeted/Specialized Supports → Update family members regularly regarding progress related to IEP goals as well as other skills noted in progress monitoring. → Collaborate with families to present information (visuals, vocabulary, routines) consistently. → Provide resources and information about community resources that might be beneficial to the family. → Plan efficiently for IEP to present progress and current levels and collaborate with the family in determining goals.	*Encouraging Family Engagement - CEC checklist* *Sharing Class Rules with Families* *Links to TATS Talks to Families (6 resources about ESE and Transition)* *Engaging Families in Early Childhood Education*
Intensive Interventions → Discuss skills and behaviors related to children's disabilities honestly but kindly with family members. → Involve families in setting goals and in helping to monitor the impact of interventions in the home setting. → Provide information about community resources and support groups that might be helpful to the family. → Collaborate and have discussions with families to not only identify issues but to celebrate progress in steps toward goals.	*Solutions for Families - Tips for Parents of Young Children with Challenging Behavior* *Engaging Families in Ongoing Child Assessment* *Unplanned Journey - Resources for Families with Children with Disabilities* *Partnering with Families of Children with Disabilities*

4. Differentiated Instruction	
4a. Teachers conduct ongoing progress monitoring to inform instruction.	

Quality indicators: • Teachers refer to information from progress monitoring to develop differentiated instructional strategies and include these strategies 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.	
Questions to ask: ✓ *What resources do you use to support scaffolding of instruction?* ✓ *Where do you address differentiated instruction in your lesson plans?* ✓ *How do you include all children as active participants in the lessons or class activities?*	

Supports, Accommodations, Adaptations	*Links to Additional Information* *Right click to open in new window*
<u>**Universal Supports**</u> → Employ use of Student Progress Monitoring to inform daily instruction and goals – examples below: 1. Evaluate trend data or evaluate a set of the last four data points to set new goals (upward trend), re-teach or amend current goals (downward or non-moving trends → Incorporate progress monitoring into daily routines. Collaborate with staff and family members to gather accurate data about additional environments.	*Resources for Progress Monitoring - TATS page* *Integrating Student Progress Monitoring into Your Classroom* *How to Choose and Implement Assessments for Progress Monitoring* *Vital Guide to Monitoring Child Progress*
<u>**Targeted/Specialized Supports**</u> → Use skill assessment checklists that focus on developmental stages. → Develop a planning matrix based on goals as they relate to the daily routine. Use the matrix to determine which progress data to collect at varying parts of the routine. → Gather information related to IEP goals as well as information related to classroom performance throughout the day.	*Skill Assessment Checklist* *Progress Monitoring - Tips for Teachers of Children with Disabilities (Head Start)* *Teacher Planning Matrix*
<u>**Intensive Interventions**</u> → Break down goals into smaller steps (task analysis) to show progress or continued needs more accurately. → For children with highly individualized needs, collect data more often so that needs are evaluated frequently. → Adjust goals, lessons, and interventions as indicated by data from progress monitoring.	*Monitoring Behaviors during Routines* *Child Assessment Worksheet - Head Start* *Progress Monitoring Flow Chart*

Differentiated Instruction	
4b. Scaffolding/Universal Design for Learning practices are demonstrated.	
Quality indicators: • 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.	
Questions to ask: ✓ *What resources do you use to support scaffolding of instruction?* ✓ *Where do you address differentiated instruction in your lesson plans?* ✓ *How do you include all children as active participants in the lessons or class activities?*	

Supports, Accommodations, Adaptations	*Links to Additional Information* *Right click to open in new window*
Universal Supports → 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.	*Resources for Universal Design for Learning - TATS page* *Embracing Inclusion in Early Childhood* *Internet Resources related to Inclusion*
Targeted/Specialized Supports → 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.	*Individualizing Instruction in Preschool Classrooms* *A Guide for Inclusion - Individualizing Instruction (Head Start)* *VPK Teacher Toolkit - Scaffolding Language and Vocabulary* *Overview of Individualized Supports and Accommodatioins*
Intensive Interventions → 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.	*Overview of Interrelatedness of Developmental Domains* *Embedding Individualized Instruction, Modifications, Adaptations* *Tips for Teachers of Children with Multiple Disabilities*

Differentiated Instruction	
4c. Accommodations or modifications are used as needed and/or indicated on IEP's	
Quality indicators: • All children are active participants in the class activities. • Activities are modified to accommodate the needs of children who are unable to meet the same instructional standards as their typically developing peers. • Accommodations or modifications are documented in lesson plan books. • Accommodations or modification are in accordance with IEPs.	
Questions to ask: ✓ *What types of modifications are used to ensure participation of children with special needs in all activities?* ✓ *What types of accommodations are used to ensure the participation of children with special needs in all activities?* ✓ *How are you documenting accommodations or modifications?* ✓ *Are you aware of, and implementing, accommodations or modifications for children with IEPs?*	
Supports, Accommodations, Adaptations	*Links to Additional Information* *Right click to open in new window*
Universal Supports → Be aware of family goals, instructional plans, and IEP goals and objectives and develop plans needed to address those goals. → Be aware of your role at IEP meetings or family conferences to discuss the needs of your children.	*Visual Supports Checklist* *Tools for Inclusion - Head Start*
Targeted/Specialized Supports → Goals should be functional and meaningful. Be aware of each child's goals and consider the goals when planning instruction. → Provide supports, adaptations, and accommodations in environment, materials, curriculum, and activities throughout the day. → Consider various ages, developmental levels, interests, and modes of communication and response when planning lessons. → Consider needs for assistive technology as well as needs for prompts and supports during all activities.	*Overview of Individualized Supports* *Adapting Activities and Materials* *Supporting Various Ages and Developmental Levels* *Supports and Adaptations - Special Education Interventions - TATS Talks* *Internet Resources related to Accommodations and Differentiated Instruction*
Intensive Interventions → Provide intensive adaptations, and accommodations in environment, materials, curriculum, and activities throughout the day. → Provide assistive technology and adaptive equipment as needed. Be sure that you and other staff have been trained on its use. → Be aware of prompting hierarchy needed during the assistance of each child.	*Individualizing Instruction in Preschool Classrooms* *Embedding Individualized Instruction, Modifications, Adaptations* *Using Prompts for Developing Independence* *Addressing Adaptive Skills in the Classroom*

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

Quality indicators: • Sizes of groups vary and children are grouped in ways that expose them to multiple abilities and activities. • Small group and individual practice is 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 indicated on IEP's and provide some groupings that address the recommended ratio when possible (teachers should note this in lesson plans).	
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 size groups during play.	*Grouping Children for Social Growth* *The How and Why of Using Small Groups in Preschool*
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* *Using Adapted Books to Encourage Participation* *Sample Group Activity Matrix* *Sample Individual Activity Matrix*
Intensive Interventions → Develop daily schedules that provide for both group and individual instruction based on children's IEP's. → Incorporated 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* *Ideas to Engage Children with Significant Disabilities*

Differentiated Instruction
4e. All children have opportunities to participate with peers in activities.

Quality indicators:
- Children with special needs are active participants in all class activities.
- Lesson plans include notes related to IEP goals, accommodations, modifications or differentiated instructional strategies as needed.
- Materials and activities are varied to accommodate for individual needs in learning styles, attention spans, needs for movement, repetition, and multiple modes of response.
- Teachers demonstrate and encourage empathy and tolerance and teach skills for interacting and problem-solving with peers.

Questions to ask:
- ✓ *Are needed accommodations and adaptations readily available to facilitate all children being included in activities?*
- ✓ *Does an atmosphere of inclusion and friendship exist in the classroom?*
- ✓ *Do all teachers/staff work to support all children's participation in activities?*

Supports, Accommodations, Adaptations	*Links to Additional Information* *Right click to open in new window*

Universal Supports
→ Determine what kinds of supports each child in the class needs to participate successfully.
→ Provide the three basics of Universal Design:
  1. Multiple means of representation
  2. Multiple means of action and expression
  3. Multiple means of engagement
	Universal Design for Learning and Strategies for Inclusion - TATS page
	
	Early Childhood Building Blocks - Universal Design for Learning - Resources for Early Childhood
	
	Universal Design for Learning in Pre-K Inclusive Environments - TATS and FIN Talk

Targeted/Specialized Supports → Provide support strategies to enhance each child's participation in activities. → Provide social skills instruction and guided practice to enable children with social and behavioral difficulties to participate with peers. → Develop a program of positive support which includes visuals, routines, social skills lessons, and adapted curriculum instruction.	*Visuals for Supporting Social Interactions* *Developing and Teaching a Social Skills Lesson* *Supports and Adaptations - Special Education Interventions - TATS Talks* *Preschool Positive Behavior Support - Including Tier 3 Supports*
Intensive Interventions → Collaborate with therapists and service providers to develop needed supports in environment and curriculum activities. → Develop IEP accommodations and other plans to provide supports needed for inclusion during activities. → Use a range of service delivery options including varying group sizes and varying locations. → Foster communication and collaboration with families.	*Integrated Therapy - TATS Talks* *Developing Behavior Plans in Preschool* *Descriptions and Strategies - Children with Special Needs*

5.Facilitation of Social Skills and Behavior Management

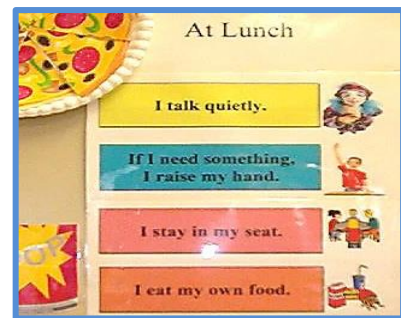**5a. A system is in place for teaching and providing practice for behavior expectations.**

Quality indicators:
- Teachers are proactive instead of reactive.
- Teachers promote and recognize positive behavior.
- Teachers review the daily rules throughout the day allowing time for direct instruction and practice.
- Rules are posted with pictures and words.
- There are between 3 – 5 rules that are developed with child assistance.
- Teachers are aware of developmentally appropriate behaviors.

Questions to ask:
- ✓ *How do children know what the rules mean?*
- ✓ *How often do you review the rules and classroom expectations?*
- ✓ *How do you take into account what is developmentally appropriate for typically developing children and children with special needs when addressing behavioral issues?*

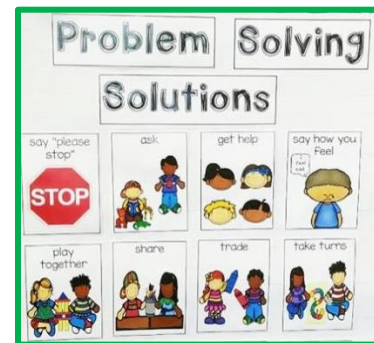| *Supports, Accommodations, Adaptations*	*Links to Additional Information* *Right click to open in new window*
Universal Supports → Display visuals and reminders for routines, schedules, and rules throughout the classroom. → Review rules and expectations regularly and provide individual reminders as needed. → Develop consistent responses for positive feedback and redirection. → Provide opportunities for learning and practicing calming techniques.	*Developing and Displaying Rules* *Providing Rule Reminders and Positive Feedback* *Sharing Rules with Families*
Targeted/Specialized Supports → Provide individualized visuals, including photos of actual situations, to help with understanding of rules. → Provide social scripts and individual checklists for segments of the day's routines. → Encourage self-monitoring by providing checklists, positive statements, and problem-solving strategies. → Reinforce rules with songs and rhymes that include names and photos of children.	*General Classroom Rules with Visuals* *Rules for Specific Activities with Visuals* *Links to Songs about Classroom Rules* *Examples of Visual Displays of Rules* *Circle Time Checklist*
Intensive Interventions → Individualize rules by displaying in varying modalities (visual, tactile) with use of photos or individual child and activity. → Provide individual assistance and monitoring, along with frequent and immediate feedback. → Provide guided practice and repetition of actions in order to help children remember the actions associated with specific rules.	*Developing Individualized Rules* *Making a Classroom Rule Book* *Specialized and Individualized Rules* *Calming-down and Self-regulation Strategies*

Facilitation of Social Skills and Behavior Management	
5b. Direct instruction is provided for social skills and replacement behaviors.	
Quality indicators: • Direct instruction is provided by the teachers related to acceptable behavior with examples and non-examples provided. • Teachable moments are used to further explain classroom expectations. • Children are provided with an alternative behavior and new skills are taught. • Visual supports are used.	
Questions to ask: ✓ *How do children know what to do?* ✓ *How do you teach replacement behaviors?* ✓ *What visual supports are used to assist in the correction of inappropriate behavior?*	
Supports, Accommodations, Adaptations	*Links to Additional Information* *Right click to open in new window*
Universal Supports → Develop social skill lessons based on Florida Early Learning and Developmental Standards and scaffold according to developmental levels. → Employ a combination of direct instruction and embedded strategies for addressing social skills throughout daily routines. → Facilitate social skills by engaging with children and providing guided practice.	*Activities that Encourage Sharing and Cooperating* *Overview of Embedding Social Skills* *Florida Early Learning and Developmental Standards*
Targeted/Specialized Supports → Teach calming-down strategies as distinct lessons. Provide guided practice and visuals as needed. → Teach replacement behaviors, including calming down techniques and stating emotions, in lessons and individually. Remember that each child's replacement behaviors will be determined by levels of development, language comprehension, and motivators. → Provide visuals and photos to guide and remind children of expectations.	*Calming-down and Self-regulation Strategies* *Using Books to Support Social Emotional Development - Examples* *Teaching Young Children Self-Control Skills (National Mental Health and Education Center* *Developing and Teaching Social Lessons*
Intensive Interventions → Develop individualized visual, tactile, and auditory supports to reinforce and remind children of expectations. → Provide monitoring and individual assistance to reinforce lessons and redirect as needed. → Provide supports for social communication throughout the day (visuals, core board, AAC, signs) → Collaborate with therapists and service providers to determine strategies for meeting a range of needs.	*Visuals to support Social Skills and Social Communication* *Teaching Social Skills to Preschoolers with Special Needs* *5 Steps of Instruction to Address Social Skills Deficits*

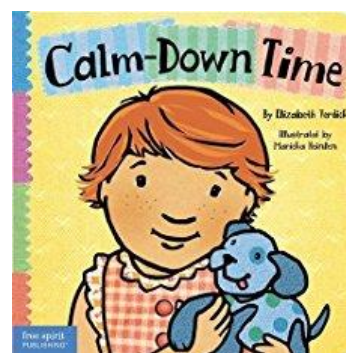| Facilitation of Social Skills and Behavior Management	
5c. Additional supports and instruction are provided to students with behavioral/social difficulties.	

Quality indicators: • Children remain in group activities and are not seated away from the other children on a regular basis unless it is indicated on their behavioral plan or IEP. • Children who experience difficulties with social behavior are reminded of and retaught skills and strategies as needed. • Frequent and continued attempts are made to include all children in instruction and class activities. • Children are not removed from activities (such as recess) because of difficulty in a class activity earlier in the day.	
Questions to ask: ✓ *How do you redirect problem behaviors?* ✓ *Are plans in place to keep children who are experiencing difficulty with the class group and to support those who need are unable to remain in the group?* ✓ *Are classroom staff members aware and trained regarding needs and supports for children who require intense behavior interventions or assistance for calming down?* ✓ *Are children provided with positive feedback regarding social behaviors?*	
Supports, Accommodations, Adaptations	*Links to Additional Information* *Right click to open in new window*
Universal Supports → Provide consistent feedback and reminders of class schedules and expectations with both verbal and visual supports. → Teach calming down and self-regulation techniques as direct instruction and embedded throughout the day. → Facilitate social interactions through center play, cooperative games, and group activities.	*Teacher Tools from Head Start - Supporting Social Skills* *Self-Regulation Briefs from University of North Carolina*
Targeted/Specialized Supports → Provide individualized supports through visuals, posted schedules and rules, labels to define areas, and reminders throughout daily routines. → Provide social scripts with pictures and photos to define and describe expectations and strategies. → Provide clearly stated replacement behaviors and provide direct instruction and guided practice to help children develop self-regulation.	*Developing Supports for Schedules and Routines* *Developing Clearly Defined Areas in the Classroom* *Teaching Tools and Tips for Young Children with Challenging Behaviors* *Calming-down and Self-regulation Strategies*
Intensive Interventions → Collaborate with service providers and therapists to develop strategies across domains that impact behaviors (examples: communication, core board, AAC, or sensory needs) → Collaborate with families to establish consistency and generalization of skills. Provide family members with information about community and school resources. → Develop an individual positive support or behavior intervention plan if warranted.	*Individualized Rules and Self-Monitoring* *Overview of Considerations for Addressing Challenging Behaviors* *10 Tactics for Dealing with Tantrums in the Classroom* *Tool Kit for Trauma-informed Care* *Developing Behavior Plans in PreK Classrooms*

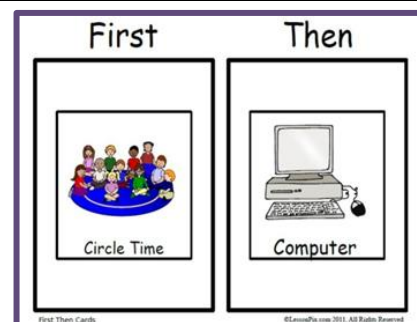| Facilitation of Social Skills and Behavior Management |
|---|
| **5d. Transitions are anticipated, taught, and supported throughout the day.** |

Quality indicators:	
- Transitions are planned instructional times and are documented in the lesson plan book. - Children are prepared in advance for transitions during a morning review of the daily schedule and again when the activity is changing. - Teachers provide children with skills and practice related to transitions, referring to the classroom rules and expectations. - Teachers use visual supports to ease transitions such as first/then boards, daily schedules, picture cues or individualized daily schedules.	
Questions to ask: ✓ *How do you prepare children for transitions?* ✓ *What activities do you prepare to ease transitions?* ✓ *What types of visual supports do you use to ease transitions?* ✓ *Are these supports used throughout the day, week or year?* ✓ *Are they changed as the needs of the children change?*	

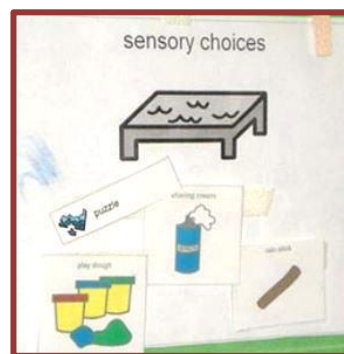| *Supports, Accommodations, Adaptations*	*Links to Additional Information* *Right click to open in new window*
Universal Supports → Teach expectations for transitions through direct instruction and guided practice. → Provide supports for transitions with visuals, songs, rhymes, and other cues (sounds, actions)	*Mastering Classroom Transitions* *Terrific Transitions for the Preschool Classroom*
Targeted/Specialized Supports → Provide picture and photo schedules and refer to them frequently. Individualize and provide guided practice. → Provide first/then statements to prepare for transitions. → Plan children's class "jobs" so that they are closely related to times of difficult transitions. Provide positive feedback. → Develop social scripts related to specific transitions.	*Teaching and Supporting Transitions* *Preparing Children for Transitions* *Using Social Stories to Teach Transitions* *Transition Songs for Classrooms*
Intensive Interventions → Provide specialized supports for transitions (visual, tactile, auditory). → Provide guided practice and individual assistance to children who have difficulty following the steps of routines and transitions. → Collaborate with service providers and therapist to develop supports to address communication, sensory, motor, cognitive, and other concerns.	*Specialized Visuals for Daily Routines* *Preparing Children by Teaching and Supporting Transitions*

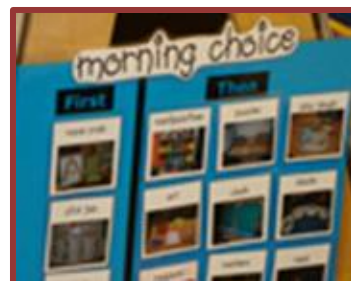| Facilitation of Social Skills and Behavior Management	
5e. Opportunities and instructions are provided for making choices and initiating activities.	

Quality indicators: • There is a balance of adult directed and child directed activities throughout the day. • Children are able to make choices during structured activities – such as stories or songs during the morning circle time. • Children are able to make choices during unstructured activities – such as centers and recess. • Children are permitted time to participate in academic or learning tasks of their choice without direct instruction from the teachers.	
Questions to ask: ✓ *At what times of the day are children permitted to make choices for preferred activities?* ✓ *Do you allow children to make choices during structured activities? How so?*	

Supports, Accommodations, Adaptations	*Links to Additional Information* *Right click to open in new window*
Universal Supports → Develop a daily schedule with a balance of activities that are child-directed with those that are teacher-directed. → Provide opportunities for children to have choices within the scheduled activities of the day. → Incorporate children's books which encourage discussions about decisions.	*Tips to Help children Make Decisions* *Five Ways to Build Decision-making Skills in PreK* *Ideas to Support Child-initiated Learning*
Targeted/Specialized Supports → Facilitate play interactions and initiation with peers through guided practice, peer buddies, and adult modeling. → Teach and encourage choice making with visual charts, communication supports, and social scripts. → Provide social scripts and communication strips to support initiation and play with peers.	*Visuals to Support Play Skills* *Supports for Helping Children with Interaction and Play* *Grouping Children to Promote Social and Emotional Development*
Intensive Interventions → Provide individualized supports for selection and communication of choices (visual, tactile, auditory). → Collaborate with service providers and therapists to plan for use of core boards, AAC, and other modes of communication. → Teach choice making at developmental level and during motivating activities. Begin with real objects or photo representation of items. → Facilitate initiation of activities through guided practice and individual supports.	*Teaching Choice making* *How to Give Choices and Improve Challenging Behaviors*

Facilitation of Social Skills and Behavior Management	
5f. Teachers' actions provide a nurturing and respectful environment.	
Quality indicators: - Teachers speak with kind words and a soft tone of voice to all children, even those who experience behavior difficulties. - Teachers share their concerns to children in a constructive manner and are proactive rather than reactive. - Children are respected.	
Questions to ask: ✓ *How do children know that they are cared for and respected in the classroom?* ✓ *What proactive strategies are put in place to prepare for children with behavioral issues?*	
Supports, Accommodations, Adaptations	*Links to Additional Information* *Right click to open in new window*
Universal Supports → Engage with children on their level so that you are able to look directly at them. → Provide "wait time" when asking a question or requesting a response. → Personalize the environment with photos of the children and labels of their personal areas. → Ask children how you can be of help to them when you see struggles or difficulties.	*Pyramid Model of Supports* *Giving Positive Attention* *Foundations of Emotional Development*
Targeted/Specialized Supports → Facilitate cooperative and imaginative play by suggesting ideas and focusing on kindness and friendship. → Communicate expectations proactively and provide reminders regularly, not only when problems arise. → Provide specific strategies for transitions, peer interactions, and routines in advance and with photos specific to each child's needs. → Provide assistance during whole group and small group activities to children who have difficulty following the lesson or remaining with a task.	*Cooperative Games (with visuals)* *Communicating Expectations in Positive Terms*
Intensive Interventions → Collaborate with service providers, therapists, and classroom staff so that an atmosphere of respect, including confidentiality of information, is established in the classroom. → Discuss progress, needs, and IEP-related information with family members in a respectful and helpful manner. → Provide information about community and school resources to families as appropriate.	*Pyramid Practices Checklist (including Individualized Interventions)* *Strategies for Children with Challenging Behaviors (includes family involvement)* *Tool Kit for Trauma-informed Care*

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

ESE supports and services
6b. Teachers meet required deadlines, updates, progress monitoring, IEP mandates.

Quality indicators: • Teachers are aware of dates for IEP reviews, progress reports, and the paperwork needed for scheduling meetings and sending invitations. • Teachers provide information about meetings, evaluation/re-evaluation needs to administrator and appropriate district personnel.	
Questions to ask: ✓ *Is the teacher up-to-date on required IEP components?* ✓ *Does the teacher communicate with parents, administrator, and staff as indicated on the IEP?*	
Supports, Accommodations, Adaptations	*Links to Additional Information* *Right click to open in new window*
Universal Supports → Maintain accurate progress monitoring for all children. → 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.	*Guide to Monitoring Progress* *Flow Chart for Using Progress Data* *Resources for Progress Monitoring* *Developmental Checklists* *Florida Early Learning and Developmental Standards*
Targeted/Specialized Supports **and** **Intensive Interventions** → Maintain regular progress monitoring related to children's progress in both classroom activities and specific IEP goals. → Document levels of supports and prompts needed by children in addressing IEP goals and facilitating participation in classroom activities. → Provide information related to community and school resources to families. → Welcome and encourage families to ask questions and provide input regarding classroom performance and needs of their children.	*Family Involvement Checklist from CEC* *IEP Toolkit Checklist* *IEP Tool from Bright Futures* *IEP Info at a Glance* *Paperwork Tips for IEP's* *IPE Outcomes Flow Chart* *TATS Talks with Families about IEP Process* *Teacher Tips for Partnering with Families*

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*

Evidence-based Practices
for Early Childhood Classrooms

Focus on Supports, Accommodations, and Intensive Interventions

For Additional Information:
TATS Regional Facilitators: https://tats.ucf.edu/tats-staff/