



Focus on Exceptional Student Education Supports

6. ESE Supports and Services

- a. Teachers/staff are aware of IEP goals, accommodations and special needs.
- b. Teachers meet required deadlines/mandates, complete IEP updates and progress monitor.
- c. Teachers/staff coordinate and plan with service providers (Example: Speech Language Pathologist, Occupational Therapist, Physical Therapist).



ESE Supports and Services

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 and provide opportunities for practice in varying situations.
- 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 and functional use of skills is emphasized.



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

Universal

- Provide the following supports for all children:
 - Differentiated instruction
 - Visually posted schedules, routines and rules
 - Embedded instruction throughout domains
 - Practice the functional use of skills throughout the day and across situations and settings.
- 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.

Identified/Specialized Supports

- Embed instruction throughout skill areas 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.
- Monitor progress consistently using classroom data sheets and district informational tools.

Resources

[Child Screening and Assessment](#)

[Gathering Accurate Information Planning Form](#)

[Tools for Teachers: Collecting and Using Anecdotal Records](#)

[Using an Activity Matrix to Embed Child Outcomes Throughout the Day](#)



ESE Supports and Services

6. ESE Supports and Services

6b. Teachers meet required deadlines/mandates, complete IEP updates and progress monitor.

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 and evaluation/re-evaluation needs to administrator and appropriate district personnel.
- Teachers provide information to and collaborate with families to incorporate information related to Child Outcomes System.



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

Universal

- Maintain accurate progress monitoring for all children.
- Refer to progress monitoring data, along with Florida Early Learning and Developmental Standards (FELDS), when considering and discussing children's possible needs for support.
- Refer to FELDS when determining expectations for age-expected, immediate foundational and foundational levels of functioning in developing goals and COS information.

Identified/Specialized Supports

- Maintain regular progress monitoring related to children's progress in both classroom activities, specific IEP goals and needs across situations and settings.
- 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 in home and community settings.

Resources

[Child Outcomes Information](#)

[Breadth of the Three Child Outcomes Note Taking Form](#)

[Gateway to Learning](#)

[IEP Meeting Checklist](#)

[PESE Family Essentials: IEP Process](#)



ESE Supports and Services

6. ESE Supports and Services

6c. Teachers/staff coordinate and plan with service providers.

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.
- Teachers and service providers collaborate with families about IEP decisions and conduct discussions to share information related to children's interests, needs and progress.



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 a least restrictive environment model of service delivery?



Supports, Accommodations, Adaptations

Universal

- Share information related to standards, plans, progress and child outcome measures with families.
- Refer to developmental checklists, along with Florida Early Learning and Developmental Standards, when considering and discussing children's possible needs for support.
- Focus on gathering information about children's functional use of skills.

Identified/Specialized Supports

- Maintain regular progress monitoring related to children's progress in both classroom activities and specific IEP goals. Collaborate with service providers, therapists and families 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, therapists and family members regarding supports to provide guided practice in the functional use of skills in a variety of situations and settings.

Resources

[Aligning Functional Skills with the Three Child Outcomes](#)
[Building and Engaging the COS Team](#)
[PESE Family Essentials: Pre-K for Children with Disabilities](#)
[TATS Talks with Professionals: Integrated Therapy Model](#)