



**Prekindergarten Exceptional
Student Education**
Technical Assistance & Training System



Guide to Evidence Based Practices

**Observation Guide Professional
Learning Tool**

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Observation Guide for Evidence-based Practices

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Focus on Classroom Spaces



Visual Supports are used to Enhance Instruction

- a. Daily schedule is posted with pictures and words.
- b. Schedule is used as a teaching tool.
- c. Rules are posted with pictures and words.
- d. Class displays are child-centered and/or related to instructional units.
- e. Additional visuals are used to support instruction.



Classroom Materials are Sufficient and in Good Condition

- a. Classroom areas are organized, clearly defined and uncluttered.
- b. Shelves, bins and areas for children's personal items are labeled.
- c. Materials are sufficient in quantity, interest and variety to engage all children.



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.
- Classroom staff pairs the use of visuals with verbal information and checks for children's understanding.
- Children are encouraged to follow routines with increasing independence and in various situations.

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

Universal

- 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.

Identified/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.

Intensive Interventions

- Use schedules that are designed and individualized to meet specific needs. For example: 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 throughout activity to give reminders and reinforcement for participation.

Resources

[Essentials For Supporting Young Children
Visual Supports](#)

1b. Schedule is used as a teaching tool to enhance moving from one activity to the next.

Quality Indicators

- Teachers refer to the schedule throughout the day to share expectations.
- Teachers use the schedule to prepare children for changes in activities and movement from one instructional time to another.
- Teachers emphasize the use of schedules throughout activities and across settings.
- Children are taught and provided practice in using strategies when moving between activities in various settings.

Questions to Ask

- How do you use the daily schedule to support moving from one activity to another?
- How often do you refer to the schedule throughout the day?

Supports, Accommodations, Adaptations

Universal

- Pair the symbol with corresponding verbal directions and provide guided practice throughout 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.

Identified/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 when moving from one activity to the next.
- 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).

Intensive Interventions

- Use cues when moving from one activity to the next that are designed and individualized to meet specific needs. Examples: photos, drawings, objects and representative objects, tactile, photos of the specific child in area or activity.
- Provide increased monitoring and interaction when moving from one activity to another to give reminders and reinforcement for changing activities. Provide visuals for alternative activities for adaptations for length and level of activities.

Resources

[Strategies for Moving from One Activity or Area to Another in the Classroom](#)
[Process for Teaching Children How to Use a Visual Schedule](#)

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.
- The number of rules ranges from three to five.
- Children participate in rule development.
- Rules are referred to throughout the school day and school year.
- Rules are easily understood by young children.
- Children are provided guided practice of the rules in varying situations and settings.
- Rules are shared with families.

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

Universal

- Pair the rule symbol with corresponding verbal directions and provide guided practice throughout activities in order to give children practice in the correct actions.
- Incorporate frequent verbal statements to inform children that they are following the rules.

Identified/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.

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.

Resources

[General Classroom Rules with Photos - Vanderbilt](#)
[Specific Rules for Activities - Vanderbilt](#)
[Developing, Displaying and Using Classroom Rules](#)
[Providing Rule Reminders and Positive Feedback](#)

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.
- Adequate supports are provided for motor, organization and communication related to projects.
- Children are encouraged to make choices, perform independently and describe their projects.

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?

Supports, Accommodations, Adaptations

Universal

- 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.

Identified/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.

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).

Resources

[Accommodations for the Use of Art and Motor Tools for Art Development in Young Children](#)
[Child-Centered and Instructional Room Displays](#)

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

Quality Indicators

- Use pictures to support verbal communication such as stop signs, individualized picture schedules, scripted stories for social situations or first/then boards.
- Incorporate manipulatives to support stories, finger plays and pictures paired with written words.
- Label shelves for organization.
- Visual supports provide non-verbal reminders and can enhance oral language development.
- Children are provided practice in using schedules and in making choices in various settings.

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?

Supports, Accommodations, Adaptations

Universal

- Post visuals in play centers and activity areas to support children in making choices, communicating desires and 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.

Identified/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.

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.

Resources

[Literacy for Children with Combined Vision and Hearing Loss](#)
[Using Visuals to Support Instruction](#)
[Visual Supports](#)

2a. Classroom areas are organized, clearly defined and uncluttered.

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

Universal

- 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”).

Identified/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.

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.

Resources

[Considerations for Classroom Arrangement](#)
[Designing Environments - Head Start](#)
[Environmental Arrangements Checklist](#)
[Examples of Clearly Defined Areas in Preschool Classrooms](#)

2b. Shelves, bins and areas for 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

Universal

- Labels for each child's storage areas (for backpacks, lunchboxes and personal items) should include the child's name and a recognizable visual, such as a symbol or photo.

Identified/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 and putting away items according to category.

Intensive Interventions

- Provide hooks, cubbies and bins that are accessible for children with motor, movement or positioning needs. Examples: 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.

Resources

[Examples of Labels in the Prekindergarten Classroom](#)
[Visual Support Guide - Head Start](#)

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

Universal

- Wide range of developmental levels.
- Wide and varied range of interests.
- Addressing all skill areas 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.

Identified/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.

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.

Resources

[Adapting Children's Learning Opportunities](#)
[Examples for Supports and Accommodations for Toys and Materials](#)
[Promoting Play Opportunities for Children with Disabilities](#)
[Toys for Young Children by Age and Stage of Development](#)

Focus on Lesson Planning

Evidence of Lesson Planning

- a. Instruction is meaningful, purposeful and addresses Florida Standards.
- b. Teachers know and can describe instructional objectives and purposes of activities.
- c. Plans and activities consider and accommodate for individual needs, including Individual Educational Plan (IEP) goals.
- d. Teachers use ongoing progress monitoring to inform group and individual plans.
- e. Activities match information in plan book and/or posted daily schedule.



1a. Instruction is meaningful, purposeful and addresses Florida standards

Quality Indicators

- Activities are developmentally appropriate for the child's age and skill level.
- 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.
- Children are provided opportunities and support throughout the day to practice functional use of skills.
- Lesson materials incorporate real-life content to promote skill generalization across settings and situations.

Questions to Ask

- How are activities developmentally appropriate?
- How are IEP goals and State Standards embedded into this activity?

Supports, Accommodations, Adaptations

Universal

- Teachers and staff should be familiar with Florida Early Learning and Developmental Standards (FELDS) and be aware of the sequences of development described in each skill area.
- Plans should allow for extension activities related to themes and skills.
- Plans should allow for and encourage child-directed and social play activities.

Identified/Specialized Supports

- Lessons and themes should relate to "real-life" and objects and visuals that represent the information should be provided.
- Prerequisite skills and prerequisite 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.

Intensive Interventions

- Prompting strategies should be preplanned, 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.

Resources

[Florida Early learning and Developmental Standards](#)
[Sample Schedule Guide](#)
[Teaching Lessons that Last a lifetime](#)



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 all learners.
- Teachers and staff plan for and facilitate the practice of skills in varying situations and settings.

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

Universal

- Plans should be based on and correlated to the standards.
- Teachers and staff should be aware of how the lesson and the activities relate to the standards, IEP's (as applicable) and progress monitoring (including formal, classroom-based and district informational) tools.
- Teachers and staff should facilitate practice of skills in various settings for all children.

Identified/Specialized Supports

- Display visuals stating and showing learning goals for lessons, activities and specific needs.
- Cue children to learning goals before activities as well as before and during practice opportunities.
- 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 in varying situations.

Intensive Interventions

- State the goals for children with significant needs with simple and clear words and visuals, followed by practice with emphasis on functional use of skills.
- Collaborate with families and service providers to determine IEP goals and how they will be addressed.

Resources

[Building an Activity Matrix](#)
[Highly Individualized Teaching and Learning - Head Start](#)



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 across various settings.
- Teachers plan for and allow multiple modes of participation in various settings and situations.

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

Universal

- Teachers and staff should become familiar with strategies that support all children across a wide range of differences and needs.
- 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 and gather information with family.

Identified/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 sensory breaks and hands-on practice.
- Plan for practice in a variety of settings and situations.

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 personal-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 and AAC use as needed.

Resources

[Adapting Children's Learning Opportunities](#)
[Center Activities for Literacy](#)
[Children with Disabilities Resources - Head Start](#)
[Following the Child's Lead](#)

1d. Teachers use ongoing progress monitoring to inform group and individual plans.

Quality Indicators

- A system for collecting information about children's performance throughout the day is in use by teachers/staff (examples: clip boards, sticky notes, data sheets).
- Teachers/staff use a system for recording and monitoring progress (examples: teacher-made tool, curriculum-based document, district informational tool).
- Progress monitoring is evident for skills at varying developmental levels and child outcome areas.
- Information from progress monitoring is used to guide and inform instruction and planning.
- Data is collected from observations in various settings and situations.

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 areas and at varying developmental levels?

Supports, Accommodations, Adaptations

Universal

- Refer to Florida Standards to determine ranges of development in functional use of skills.
- Include information from families in progress data.

Identified/Specialized Supports

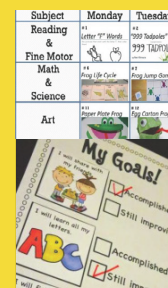
- Provide visuals that support children in understanding goals for specific lessons and activities.
- Provide visual expectations and a marking system such as checks or stickers to help children self-monitor.
- Support children in rating and determining "How I am Doing" related to the steps of learning 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.

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.

Resources

[Breadth of the Three Child Outcomes](#)
[Engaging Families as Assessment Partners](#)
[Tips for Teachers Ongoing Child Assessment](#)
[Using an Activity Matrix for Recording Observation](#)
[Notes and Data Collection](#)
[Using Data to Inform Teaching](#)



1e. Activities match information in plan book and/or posted daily schedule.

Quality Indicators

- Teachers keep to the posted schedule in order to maintain consistency and predictability and encourage independence in the use of schedules.
- Teacher explains the routine and expectations throughout the year and children are able to practice routines in a variety of situations.
- 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

Universal

- Visual supports for schedules and routines are displayed and referenced throughout the day.
- Visuals include a variety of representations to meet unique needs and enable practice in varying settings.

Identified/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.

Intensive Interventions

- Provide strategies within routines to assist with moving from one activity to the next, 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 throughout various situations.
- Provide for and indicate in the posted schedule times for groups of various sizes as well as for individualized instruction as needed.

Resources

[Concepts Across Standards](#)
[Gateway to Learning - Closing the Gap](#)
[The How and Why of Using Small Groups in Preschool](#)
[Using an Activity Matrix to Infuse IEP Goals and Objectives Throughout the Day](#)



Focus on Embedding Instruction

Embedded Instructional Strategies

- a. Independent Functioning and self-care skills are incorporated into daily routines.
- b. Gross and fine motor skills are included in daily lessons and activities.
- c. Social skills instruction is provided throughout the day.
- d. Emphasis on language and communication in daily activities.
- e. Early literacy activities are embedded throughout routines.
- f. Children are supported in the development and awareness of their goals.



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. Family members are included in planning for self-care routines.
- Children clean up and help organize/put away materials in the classroom, lunchroom and settings throughout the campus.

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 and encourage independence through the steps of self-care tasks?
- Is assistance (with a plan for fading prompts) provided for children who need assistance?

Supports, Accommodations, Adaptations

Universal

- 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.
- Collaborate with family members to develop plans for generalization of skills across various settings.

Identified/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 to provide consistency in teaching self-care skills.
- Employ appropriate system of prompting in order to develop independence.

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.

Resources

[Addressing Adaptive and Self-care Skills in the Classroom](#)
[PESE Family Essentials: Helping Your Child Develop Independence](#)



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, moving between activities and active play).
- Children use gross and fine muscle movement skills in functional ways to physically navigate through a variety of settings and situations (classroom activity areas, playground, lunchroom, bathroom).
- 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 when moving between activities)?
- 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

Universal

- 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 and for various functions that are relative to their interests.

Identified/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.

Intensive Interventions

- Consult and collaborate with therapists and service providers to provide needed accommodations and adaptations for children with significant needs for support.

Resources

[Examples of Fine Motor Classroom Activities](#)
[Physical Activity Tips](#)
[Special Olympics Young Athletes Activity Guide](#)



2c. Social skills instruction is provided throughout the day.

Quality Indicators

- Teachers use direct instruction of social skills and emotional competencies (such as sharing or turn taking) and emphasize the use of skills across situations and settings.
- Teachers take advantage of “teachable moments” to reinforce taught skills and provide practice in various settings and situations.
- Teachers clearly communicate expectations and choices.
- Teachers respect and understand the feelings and emotions of children and help them identify responses to feelings of self and others.

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

Universal

- Provide instruction and practice for social skill development throughout activities and in various settings.
- Provide adult interaction and prompting during play to facilitate social peer interaction.

Identified/Specialized Supports

- Provide direct instruction, supported by guided practice in various settings, for development of social skills.
- Provide instruction with supports and guided practice to provide children with strategies for problem solving and seeking assistance.
- Provide individualized social scripts, photo and visual examples and communication prompts for skills associated with play (e.g., group interaction, class rules).
- Include recognition of self and others’ emotions and feeling in lessons and in teachable moments throughout activities in various situations.
- Teach and provide practice and visual supports with prompting for self-regulation skills.

Intensive Interventions

- Implement specific behavior plans that incorporate social skills instruction along with focused interventions to address problem behaviors.
- Consult with service providers and include families in instructional strategies.

Resources

[Addressing Social Skills in Early Childhood Essentials for Social Development and Emotional Competencies Solution Kit](#)



2d. Emphasis on language and communication in daily activities.

Quality Indicators

- Teachers actively engage children in social conversation beyond the scope of the prescribed curriculum and assist them in using conversational skills in functional ways throughout activities.
- Teachers identify vocabulary or linguistic concepts and embed them into teaching and learning opportunities, emphasizing real-life examples and situations that help children generalize the information.
- Teachers provide opportunities to practice use of new vocabulary or linguistic concepts in varying situations and settings, including collaborating with families for follow-up.

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

Universal

- Support communication and language development with 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.

Identified/Specialized Supports

- Provide visuals to support development of communication and language and vocabulary.
- Plan activities that provide opportunities for direct instruction and guided practice across various situations, focusing on skills such as answering questions, initiating comments and making choices.
- Provide direct instruction with guided practice for children to address varying modes and levels of development.

Intensive Interventions

- Consult and collaborate with service providers and therapists to implement specialized programs to address significant needs.
- Communicate and coordinate with families to provide consistency of interventions.

Resources

[Addressing Communication Skills in the Classroom](#)
[Preschool Language Learning: ECTA Practitioner Guide](#)
[PESE Educator Essentials: Supporting Communication](#)



2e. Early literacy activities are embedded throughout routines.

Quality Indicators

- Teachers actively engage children in social conversation beyond the scope of the prescribed curriculum and assist them in using conversational skills in functional ways throughout activities.
- Teachers identify vocabulary or linguistic concepts and embed them into teaching and learning opportunities, emphasizing real-life examples and situations that help children generalize the information.
- Teachers provide opportunities to practice use of new vocabulary or linguistic concepts in varying situations and settings, including collaborating with families for follow-up.

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

Universal

- Support communication and language development with 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.

Identified/Specialized Supports

- Provide visuals to support development of communication and language and vocabulary.
- Plan activities that provide opportunities for direct instruction and guided practice across various situations, focusing on skills such as answering questions, initiating comments and making choices.
- Provide direct instruction with guided practice for children to address varying modes and levels of development.

Intensive Interventions

- Consult and collaborate with service providers and therapists to implement specialized programs to address significant needs.
- Communicate and coordinate with families to provide consistency of interventions.

Resources

[Read and Repeat](#)
[PESE Family Essentials: Reading to Your Child](#)
[Preschool Language Learning \(ECTA\)](#)



2f. Children are supported in the development and awareness of their goals.

Quality Indicators

- Build trusting relationships in a safe and nurturing environment.
- Staff references “what we are learning”, supports lessons visually and follows up with the functional activities to reinforce learning goals.
- Children are supported in focusing on practicing skills, including social skills and emotional competency development, in a variety of settings.

Questions to Ask

- How do you support children in developing increased attention and focus?
- How do you introduce lessons so the children find them meaningful and make connections to functional activities and use of materials?

Supports, Accommodations, Adaptations

Universal

- Display and state current themes and learning goals of lessons and activities throughout the day.
- Involve students in the development of their daily goals related to activities and centers.
- Support children in understanding their emotions and provide strategies to assist them with focus, attention and practice of skills.

Identified/Specialized Supports

- Provide visuals/photos that show children lesson content and goals.
- Provide photos of “what it looks like” when a specific task or interaction is being accomplished.
- Present long-term goals in small steps and provide functional meaning, positive feedback and opportunities to practice in a variety of settings.
- Address social goals with emphasis on positive interactions and trusting relationships.

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.
- Support children’s participation through use of visuals, photos, accessible materials and increased opportunities for practice in varying situations.

Resources

[Building Positive Relationships with Young Children Teaching Lessons that Last a Lifetime](#)



Focus on Engagement and Responsiveness

Engagement and Responsiveness

- a. Adults and children are engaged in the current activity.
- b. Conversations (child/child or adult/child) are encouraged and observed.
- c. Adults demonstrate respect and cooperation in working together.
- d. Adults are interacting with or facilitating interaction between children.
- e. There is evidence of communication and collaboration with families.



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

Quality Indicators

- Adults observe and interact with children.
- There is a balance of teacher directed and child directed activities.
- Children have opportunities to make choices and teachers facilitate their learning, while encouraging their development of independent functioning.
- Teachers have conversations with children and help them relate their classroom experiences to other situations.
- Teachers and staff accept each child's mode of communication and assist children's development of functional communication.

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

Universal

- Plan lessons that address varying needs for extended and guided practice, hands-on and functional 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 and functional use of skills for purposes of providing support and progress monitoring.

Identified/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.
- Relate lessons to real-life activities.
- Ensure that children are given varying modes to respond to activities, questions and books.

Intensive Interventions

- Consult and collaborate with service providers, therapists and families to determine children's use of skills and needed supports 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 in multiple situations and settings.

Resources

[Following the Child's Lead - ECTA Practitioner Guide](#)
[The How and Why of Using Small Groups in Preschool](#)



3b. Conversations (child/child or adult/child) are encouraged and observed.

Quality Indicators

- Teachers talk with children about instructional and non-instructional activities and facilitate the practice of skills across various situations and settings.
- Teachers use language and communication to encourage children and describe actions while modeling to encourage the use of functional skills. They communicate with children beyond the purposes 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

Universal

- Set up the room with items and displays that interest children, and those that children are likely to see in various settings. 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 and provide support for communication from all children in the classroom in the modes they use to respond.

Identified/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 facilitate opportunities for them to communicate in varying settings.
- Support children in remembering words with visuals, songs and rhyming patterns.

Intensive Interventions

- Collaborate with therapists and families to develop and help children use communication systems.
- Be observant of and progress monitor each child’s individual levels of development, modes and use of communication and preferences for play and toys.
- Teach children to make choices and provide visual and object support. Provide opportunities for making choices in varying settings and situations.

Resources

[Encouraging Oral Communication](#)
[Shared Reading - ECTA Practitioner Guide](#)
[Supporting Communication for Children with Various Response Modes](#)
[Talking and Listening \(Word Games\)](#)



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.
- Teachers, service providers and classroom staff collaborate to plan for facilitating children's practice of functional skills throughout daily activities, as well as across situations, people and settings.

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

Universal

- 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 needs should be shared.

Identified/Specialized Supports

- Roles and responsibilities, including facilitation of children's functional use of skills, 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 in various situations throughout the day.

Intensive Interventions

- All classroom staff should provide supports during classroom and personal care routines.
- Collaborate with therapists, service providers and families to develop specific individualized plans. Provide information about the supports and strategies to families so that they can help their child practice skills in other settings.
- Health plans and emergency response should be shared with all staff.
- All classroom staff should be familiar with the stages and sequence of child development as they apply to the Florida Early Learning and Developmental Standards (FELDS) and skill progression.

Resources

[Best Practices for Collaborating with Preschool Special Education Providers](#)
[Essentials for Supporting Young Children](#)
[Tips for Teachers: Zoning to Maximize Learning](#)

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

Quality Indicators

- Classroom staff and service providers interact with all children in consistent but varying roles to enable children to experience various situations throughout the day.
- Adults are engaged with activities with children and encourage independence in the use of functional skills.
- Adults allow children to assume the role of activity leader and follow the lead of the children while guiding them in their use of social interactions across situations.
- Adults exhibit proximity to the children by remaining in areas where children are working, are at the children's eye level and respond when children seek help.

Questions to Ask

- When and 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

Universal

- Arrange the room so that children have a variety of interesting activities, as well as access to materials needed to independently make choices, develop play scenarios with peers and participate in 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.

Identified/Specialized Supports

- Provide and teach visuals related to class rules, routines and peer interactions.
- Facilitate peer interactions and encourage skills such as initiating play, problem solving and handling conflict.
- Provide feedback, reinforcement and additional instruction and practice in self-regulation, requesting help and using skills in varying situations.

Intensive Interventions

- Develop lessons that address specific skills. Provide and teach self-regulation strategies.
- Develop social stories that address a specific skill for children experiencing difficulty. Include visuals and actual photos in the story.

Resources

[Addressing Social Skills in Early Childhood](#)
[Helping Students Develop Independence](#)
[Process for Teaching Social Skills](#)



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

Quality Indicators

- Teachers and staff maintain regular communication with families about classroom themes, schedules and goals, including suggestions for follow-up at home.
- Teachers collaborate with families and gain information about children's use of functional skills, as well as use of skills in various settings and with multiple people and situations.
- Teachers and staff consult with and include related service providers in supporting families' participation in meetings. Families are provided needed information to be comfortable sharing information about their child.

Questions to Ask

- 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

Universal

- 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. Provide time and methods for families to share information.
- Communicate regularly regarding children's progress and needs as well as suggestions for reinforcing skills in various settings.

Identified/Specialized Supports

- Update family members regularly regarding progress related to IEP goals, COS information, 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.

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.
- Involve family members in the COS process and facilitate their sharing of information.
- 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.

Resources

[Engaging Families in Ongoing Child Assessment](#)
[Talking Points for Gaining Family Input](#)
[PESE Family Essentials: PreK Programs](#)
[The Family's Role in Florida's Child Outcomes Summary \(COS\) Process](#)

Focus on Differentiated Instruction

Differentiated Instruction

- a. Teachers conduct ongoing progress monitoring to inform instruction.
- b. Scaffolding/Universal Design for learning practices are demonstrated.
- c. Accommodations or modifications are used as needed and/or indicated on IEP's
- d. Varieties of group sizes and length of activities are used throughout the day.
- e. All children have opportunities to participate with peers in activities.



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 lesson plans. They develop progress monitoring forms and refer to the forms for gathering data related to the three Child Outcome areas.
- Teachers recognize children's different levels of participation and differences in their functional use of skills.
- Teachers are familiar with and understand the use of the district-approved informational tool.

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?
- How do you use progress monitoring data to inform your instruction and guide you in providing practice to children in the functional use of skills?

Supports, Accommodations, Adaptations

Universal

- Employ use of Student Progress Monitoring and District- approved Informational Tool to inform instruction, goals and COS data. Observe children's use of functional skills across situations and settings and incorporate progress monitoring into daily routines.
- Collaborate with staff, related service providers and family members to gather data about children's functioning in multiple situations and settings.

Identified/Specialized Supports

- Use skill assessment checklists that focus on functional skills in the Child Outcome areas.
- 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 in varying situations and with varying people.

Intensive Interventions

- Break down goals into smaller steps (task analysis) to show both progress and continued needs accurately. Use this data to inform instruction that emphasizes children's ability to use skills in functional ways.
- For children with highly individualized needs, collect data more often so that needs are evaluated frequently and that practice in multiple settings is provided.

Resources

[Activity Matrix](#)

[Tips for Teachers: Ongoing Child Assessment](#)

[Tools for Teachers: Using Checklists](#)



4b. Scaffolding/Universal Design for Learning practices are demonstrated.

Quality Indicators

- Teachers differentiate instruction for children based on individual needs. References to differentiated instructional strategies are included in lesson plans.
- Teachers recognize children's different levels of participation and make changes as needed to assist children with functional use of skills.
- All children are active participants in lessons and lessons emphasize functional skills.
- Teachers plan times in the schedule to provide opportunities for practice of skills across varying settings, situations and people.

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

Universal

- Establish acceptance of special needs and special talents among children in the classroom.
- Provide accommodations such as additional time for activities, specialized materials and specific feedback.
- Facilitate opportunities for skill practice across classroom activities and settings throughout the day.

Identified/Specialized Supports

- Provide environmental supports, such as visual cues, to promote independent functioning throughout the classroom.
- Provide picture, photo and objects that support lessons with real-life examples.
- Provide supports that promote independent access to classroom materials and toys through appropriate placement and stabilization. Use specialized materials and provide practice in functional use of materials.
- Present curriculum in manageable segments and relate information to functional use of skills.
- Employ the use of peer buddies for social interaction and mild assistance with activities.

Intensive Interventions

- Prompt and assist children in making responses while following their lead to encourage their communication in a variety of settings and for multiple purposes.
- Provide accommodations such as reducing the number of steps in an activity, presenting picture sequences of activities and increasing opportunities for practice.
- Collaborate to share and gather information from family members and service providers to provide consistency and increase opportunities for children to practice the use of skills across multiple situations and settings.

Resources

[Embedded Teaching and Learning in the Preschool Classroom](#)
[Multi-tiered System of Support Framework in Early Childhood](#)
[Visual Supports](#)



4c. Accommodations or modifications are used as needed and/or indicated on IEP's

Quality Indicators

- All children are active participants in classroom activities, and lesson plans reflect opportunities to practice skills across multiple settings.
- Activities are modified to accommodate the needs of children and plans address the same standards and use of skills as their typically developing peers.
- Accommodations or modifications are in accordance with IEPs, documented in lesson plans and methods of practice are shared with families and service providers.

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

Universal

- Collaborate with families related to family goals, instructional plans and IEP goals and objectives and develop plans needed to address those goals.
- Be aware of your role in the discussion of children's needs and progress and facilitate the participation of family.

Identified/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 in various settings 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.

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 the prompting hierarchy needed when assisting each child.

Resources

[Addressing Adaptive and Self-care Skills in the Classroom](#)
[Making Adaptations](#)



4d. Varieties of group sizes are used throughout the day.

Quality Indicators

- Groups vary in number and characteristics and children are grouped in ways that expose them to multiple abilities and activities.
- Small group and individual practice are 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 and vary ratios, activities, people and settings.
- Teachers, staff and families observe children engaged in multiple activities and note their functional use of skills.

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

Universal

- 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 activities during play.

Identified/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 matrices 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.

Intensive Interventions

- Develop daily schedules that provide for both group and individual instruction and progress monitoring based on children's IEP's, as well as standards.
- Incorporate 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.

Resources

[The Five Step Process for Collaborative Planning Using an Activity Matrix to Observe Groups of Skills during Daily Routines](#)



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

Quality Indicators

- Children are active participants in 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. Materials and activities focus on children's functional use of skills.
- 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 belonging and friendship exist in the classroom?
- Do all teachers/staff work to support all children's participation in activities?
- How are you documenting accommodations or modifications?
- Are you aware of, and implementing, accommodations or modifications for children with IEPs?

Supports, Accommodations, Adaptations

Universal

- Determine what kinds of supports each child in the class needs to participate successfully. Develop activities and lessons that are based on skills in the Florida Early Learning and Developmental Standards.
- Provide the three basics of Universal Design:
 - Multiple means of representation
 - Multiple means of action and expression
 - Multiple means of engagement

Identified/Specialized Supports

- Provide support strategies to enhance each child's participation in activities as well as support practice in the use of functional skills.
- 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.

Intensive Interventions

- Collaborate with therapists, service providers and families in providing needed supports and practice in multiple settings and situations.
- 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.

Resources

Focus on Facilitating Social Skills

Facilitation of Social Skills and Behavior Management

- a. A system is in place for teaching and providing practice for behavior expectations.
- b. Direct instruction is provided for social skills and replacement behaviors.
- c. Additional supports and instruction are provided to students with behavioral/social difficulties.
- d. Moving from one activity to another is anticipated, taught and supported throughout the day.
- e. Opportunities and instructions are provided for making choices and initiating activities.
- f. Teachers' actions provide a nurturing and respectful environment.



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.
- Teachers are aware of developmentally appropriate, as well as age-expected behavior skills.
- Teachers and staff assist children in understanding and practicing rules in various settings.
- Emphasize and practice functional use of rules.

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

Universal

- 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 descriptive feedback and redirection.
- Provide opportunities for learning and practicing calming techniques.

Identified/Specialized Supports

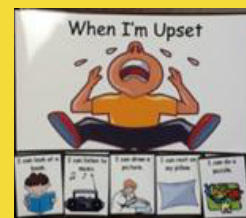
- Provide individualized visuals, including photos of actual situations, to help with understanding of rules.
- Provide social scripts and individualized strategies for segments and settings of the day's routines.
- Encourage self-monitoring by providing positive statements and problem-solving strategies.
- Reinforce rules with songs and rhymes that include names and photos of children.

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.

Resources

[Center Specific Rules](#)
[Providing Rule Reminders and Positive Feedback](#)
[Specialized and Individual Rules](#)



5b. Direct instruction is provided for social skills and replacement behaviors.

Quality Indicators

- Direct instruction related to age-expected social and behavior skills is provided by the teachers.
- Teachable moments are used to further explain classroom expectations.
- Children are provided with an alternative behavior and new skills are taught. Guided practice is provided.
- Children are provided opportunities to practice social skills in multiple settings and situations.
- 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

Universal

- Develop social skill lessons based on Florida Early Learning and Developmental Standards and scaffold according to individual needs.
- Employ a combination of direct instruction and embedded strategies for addressing social skills throughout daily routines and in multiple settings.
- Facilitate social skills by engaging with children and providing guided practice.

Identified/Specialized Supports

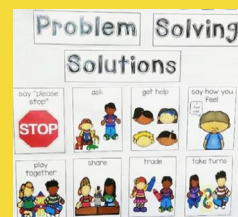
- Teach calming-down strategies as distinct lessons. Provide guided practice and visuals as needed.
- Teach replacement behaviors, including calming down techniques and stating emotions, in lessons and individually.
- Remember that each child's replacement behaviors will be determined by levels of development, language comprehension and motivators.
- Provide visuals and photos to guide and remind children of expectations.

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 and families to determine strategies and monitor progress.

Resources

[Activities that Encourage Sharing and Co-operating](#)
[Addressing Social Skills in the Classroom](#)
[Feeling Faces](#)



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 to provide individualized interventions.
- Children who experience difficulties with social behavior are reminded of and retaught skills and strategies as needed and prior to activities and situations that are new, in different situations or that have been triggers for issues in the past.
- Frequent and continued attempts are made to include all children in instruction and class activities.

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 ?
- Are children provided with positive feedback regarding social behaviors?

Supports, Accommodations, Adaptations

Universal

- Provide consistent and specific feedback related to expectations.
- Provide 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.

Identified/Specialized Supports

- Provide individualized supports through visuals, rules, labels to define areas and reminders throughout daily routines and multiple locations.
- Provide social scripts with pictures and photos to define and describe the functional use of expectations in multiple situations.
- Provide clearly stated replacement behaviors and provide direct instruction and guided practice.

Intensive Interventions

- Collaborate with service providers, therapists and families to develop strategies across skill areas 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.



Resources

[Classroom Solution Kit](#)

[PESE Educator Essentials: Social Development and Emotional Competencies Systematic Instruction Practices](#)

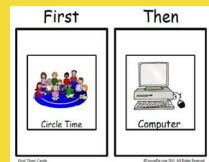
5d. Moving from one activity to another is anticipated, taught and supported throughout the day.

Quality Indicators

- Movement between activities are planned instructional times and are documented in the lesson plans.
- Children are prepared in advance for movement between activities during a morning review of the daily schedule and again when the activity is changing.
- Teachers provide children with functional skills and practice related to moving from one activity to the next, referring to the expectations and the order of activities of the day.
- Teachers prepare and provide practice for moving from one activity to another in multiple situations and settings.
- Visual supports and social scripts are used to help children know what to expect in various settings.

Questions to Ask

- How do you prepare children for moving from one activity to the next?
- What activities do you prepare to support the ease of movement between activities?
- What types of visual supports do you use to support the ease of movement between activities?
- Are these supports used throughout the day, week or year?
- Are they changed as the needs of the children change?



Supports, Accommodations, Adaptations

Universal

- Teach expectations for moving from one activity to another through direct instruction and guided practice.
- Provide supports for moving from one activity to another with visuals, songs, rhymes and other cues (sounds, actions).

Identified/Specialized Supports

- Provide picture and photo schedules and refer to them frequently. Individualize and provide guided practice.
- Provide first/then statements to prepare for moving from one activity to the next.
- Plan children's functional class "jobs" so that they are closely related to times of difficult movement between activities.
- Provide specific and positive feedback.
- Develop social scripts related to moving from one activity to another. Be specific.

Intensive Interventions

- Provide specialized supports for moving from one activity to another (visual, tactile, auditory).
- Provide guided practice and individual assistance in a variety of situations to children who have difficulty following the steps of routines and moving from one activity to another.
- Collaborate with service providers, therapists and families to develop supports to address communication, sensory, motor, cognitive and other concerns.

Resources

[Strategies for Moving from One Activity or Area to Another in the Classroom](#)
[Using Visuals to Support Children in the Early Learning Environment](#)
[Visual Supports](#)

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 encouraged and assisted in selecting and participating in activities that are functional within the routines of the day.

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

Universal

- 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 as well as in various settings.

Identified/Specialized Supports

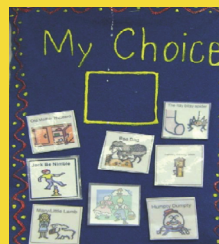
- Facilitate play interactions and initiation with peers through guided practice, peer buddies and adult modeling.
- Facilitate interactions in various situations through guided practice (adults in lunchroom, adults and children in other classrooms)
- Provide social scripts and communication strips to support initiation and play with peers.

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.

Resources

[Peer Social Interactions](#)
[Problem Solving in the Real World](#)
[PESE Educator Essentials: Supporting Communication](#)



5f. Teachers' actions provide a nurturing and respectful environment.

Quality Indicators

- Teachers speak with kind words and a calm tone of voice to all children, even those who experience behavior difficulties.
- Teachers communicate with children in a constructive manner and are proactive rather than reactive.
- The classroom environment is welcoming, accepting and safe and staff exhibit these attitudes across school settings.

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

Universal

- 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.
- Teach children how to request help and assist them when you see struggles or difficulties..

Identified/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 moving from one activity to another, 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.

Intensive Interventions

- Collaborate with service providers, therapists, families 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. 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.



Resources

[Communication is Key](#)
[Emotional Piggy Bank](#)
[Tips to Consider When Dealing with Challenging Behaviors](#)

Focus on Exceptional Student Education Supports

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).



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](#)

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](#)



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](#)
[PESE Educators Essentials: Integrated Therapy Model](#)



Observation Guide for Evidence-based Practices in Early Childhood Classrooms

Teacher _____		Date/School Year: _____		Observed Activity: _____	
Observer _____		Instructional Grouping: ____ Whole Group ____ Small Group ____ Individual			

Classroom Spaces	1 Visual Supports are Used to Enhance Instruction		Notes
	a	Daily schedule is posted with pictures and words.	
	b	Schedule is used as a teaching tool.	
	c	Rules are posted with pictures and words.	
	d	Class displays are child-created and/or related to instructional units.	
	e	Additional visual supports are used to support instruction.	
	2 Classroom Materials are Sufficient and in Good Condition		
	a	Classroom areas are organized, clearly defined and uncluttered.	
	b	Shelves, bins and areas for children's personal items are labeled.	
	c	Materials are sufficient in quantity, interest and variety to engage all children.	
Instructional Strategies	1 Evidence of Lesson Planning		
	a	Instruction is meaningful, purposeful and addresses Florida standards.	
	b	Teachers know and can describe instructional objectives and purpose of activities.	
	c	Plans and activities accommodate for individual needs, including IEP goals.	
	d	Teachers use ongoing progress monitoring to inform group and individual plans.	
	e	Activities match information in plan book and/or posted schedule.	
	2 Embedding Instruction		
	a	Independent functioning and self-care skills are incorporated into daily routines.	
	b	Gross and fine motor skills are included in daily lessons and activities.	
	c	Social skills instruction is provided throughout the day.	
	d	Emphasis on language and communication in daily activities.	
	e	Early literacy activities are embedded throughout routines.	
	f	Children are supported in the development and awareness of their goals.	
	3 Engagement and Responsiveness		
	a	Adults and children are engaged in the current activity.	
	b	Conversations (child/child or adult/child) are encouraged and observed.	
	c	Adults demonstrate respect and cooperation in working together.	
	d	Adults are interacting with or facilitating interaction between children.	
	e	There is evidence of communication and collaboration with families.	
	4 Differentiated Instruction		
	a	Teachers conduct ongoing progress monitoring to inform instruction.	
	b	Scaffolding/Universal Design for Learning practices are demonstrated.	
	c	Accommodations or modifications are used as needed and/or indicated on IEP's.	
	d	Varieties of group sizes and length of activities are used throughout the day.	
e	All children have opportunities to participate with peers in activities.		
5 Facilitating Social Skills			
a	A system is in place for teaching and providing practice for behavior expectations.		
b	Direct instruction is provided for social skills and replacement behaviors.		
c	Additional supports/instruction provided to students with behavioral difficulties.		
d	Moving from one activity to another is anticipated, taught and supported.		
e	Opportunities are provided for making choices and initiating activities.		
f	Teachers' actions provide nurturing and respectful environment.		
6 Exceptional Student Education Supports and Services			
a	Teachers/staff are aware of IEP goals, accommodations and special needs.		
b	Teachers meet required deadlines/mandates, IEP updates and progress monitor.		
c	Teachers/staff coordinate and plan with service providers (SLP, OT, PT).		

This form is to be used for information purposes, not as an evaluative tool. It is not expected for all boxes to be checked at every observation. All early childhood classrooms are expected to be active learning and engaging environments.