

Targeted Level of Supports for Some Children

- Staffing pattern to support teaming to observe, assess and problem-solve for needs of children demonstrating difficulty in an area of the general education curriculum
- Process to develop individualized learning goals and plans (problem solving process)
- Staffing pattern to support implementation by the classroom staff of any targeted learning activities developed
- Supplemental curriculum specific to the individual or small group needs
- Supplemental instruction specific to the individual or small group needs
- Process for assessing success of instructional strategies on the individualized learning plans and charting child progress (progress monitoring)
- Process of decision making (data based) regarding the efficacy of the instructional strategies, rate of child progress and when to make any change in the individualized learning plan

Intensive Level of Supports for a Few Children

- Staffing pattern to support specialized team to assist in the classroom with the level of supports developed specifically for an individual child needing intensive support
- Process to develop individualized learning goals and plans (problem solving process)
- Process of coaching classroom staff in implementing plan for intensive supports and charting success of instructional strategies and child progress
- Process of decision making (data based) regarding the efficacy of the instructional strategies, rate of child progress and when to make any change in the individualized learning plan or refer for further assessment (ie. Child find evaluation for preschool special education eligibility, specialized behavioral assessment from mental health, etc.)