

<b>Course Number:</b>	7650030
<b>Course Title:</b>	Prekindergarten Disabilities: Age 0 - 2
<b>Number of Credits:</b>	N/A
<b>Course Length:</b>	Year (Repeatable)
<b>General Notes:</b>	<p><b>Purpose</b></p> <p>The purpose of this course is to enable infants and toddlers with disabilities to acquire and apply developmentally appropriate skills in natural environments. Specific course content must include outcomes identified by the Individualized Family Support Plan (IFSP) team.</p> <hr/> <p><b>Concepts/Content</b></p> <p><b><u>Physical Development</u></b></p> <p>The rapid growth of infants and toddlers that takes place during this period involves the development of strength, balance, and coordination. A child’s needs for physical support and intervention vary according to their specific motor delays and disabilities, with the ultimate goal being that the child can move as independently as possible in the environment. Physical support includes positioning and handling, adaptive equipment and tools, and special furniture.</p> <p>Positioning and handling refers to the way adults physically interact with the young child, such as picking up, holding, carrying, and lying down. Optimal positioning ensures that the child functions as independently as possible. Positioning equipment and adaptive tools are prescribed and monitored by a licensed occupational or physical therapist.</p> <p>Gross Motor Development (refinement and coordination of large muscle movements)</p> <ol style="list-style-type: none"> <li>1. Gain strength and control in supine (back) and prone (stomach) positions.</li> <li>2. Gain control needed to remain stable during transitional movements, such as raising hands to be lifted, rolling over, or keeping neck stable when being lifted.</li> <li>3. Gain balance and control needed to maintain a sitting position independently.</li> <li>4. Gain balance and control needed to maintain a standing position independently.</li> <li>5. Gain balance and control needed to walk independently.</li> <li>6. Gain balance and control needed to use adaptive equipment, such as wheelchairs, walkers, and scooter boards, for independent exploration of the environment.</li> </ol>

Fine Motor Development (refinement and coordination of small muscle movements)

7. Gain strength and control needed to reach for an object.
8. Gain strength and control needed to grasp an object.
9. Gain strength and control needed to release an object.
10. Gain strength and control needed to manipulate an object.
11. Gain strength and control needed for bilateral (both hands) coordination of objects.
12. Gain control and coordination needed for use of utensils, toys, and tools, such as spoon, crayon, and shovel.

Self-Help/Health

13. Gain oral motor control needed to establish basic feeding skills, such as sucking, swallowing, chewing, and biting.
14. Gain skills needed to eat independently, such as holding a bottle, grasping finger foods, using utensils, and drinking from cup.
15. Cooperate with dressing and undressing routines, such as lifting arms and raising foot.
16. Gain skills needed to undress and dress self as independently as possible.
17. Cooperate with grooming routines, such as bathing, washing hands, brushing teeth, and wiping nose.
18. Gain skill needed to groom self as independently as possible, such as washing and drying hands and wiping own nose.
19. Cooperate with toileting routines, such as allowing diaper to be changed, indicating awareness of diaper being wet or dry, and sitting on toilet when asked.
20. Gain skills needed to participate in toileting, such as indicating the need to use the toilet and using the toilet when placed on the seat.
21. Gain skills required to indicate physical needs, such as hunger, thirst, pain, and tiredness.

**Approaches to Learning**

This section describes children’s attitudes and dispositions toward learning, rather than specific content knowledge. Children’s approaches to learning are highly dependent on the quality and quantity of interactions with supportive adults. Children benefit from participating in learning positive environments that provide a variety of sensory experiences, access to developmentally appropriate toys and materials, and multiple opportunities for exploration.

Children’s individual needs vary as a result of specific delays and the effect of their disability. In structuring the environment, considerations

should be given to providing multiple ways to engage children and ensure access to a variety of toys and materials at different developmental levels. Individual supports may include adaptive toys, such as switch-activated for children with physical impairments. For children with sensory needs, supports can be provided in toys with auditory, visual, or tactile stimulation. Teachers may use physical, visual, and verbal cues, along with predictable schedules and routines, to provide environmental support.

Eagerness and Curiosity

- 22. Show awareness and interest in materials, objects, people, and sounds in the environment.
- 23. Explore objects to see how they work (dumping things out of containers, spinning wheels on a car, turning a switch on and off).
- 24. Display interest in what others are doing, and attempts to join in activities (wanting to help with chore, trying a new toy).

Persistence

- 25. Repeat actions and behaviors that are pleasurable, get needs met, or get desired results, such as swatting a mobile, crying until they get attention, and trying multiple times to take first step.
- 26. Gradually increase attention to a particular activity, person, or object, such as having the same book reread and trying various shapes in a shape sorter until they fit.
- 27. Begin to ask for help when assistance is needed, such as when buttoning and tying shoes.

Creativity and Inventiveness

- 28. Show excitement in a variety of ways, such as bouncing when music is played and making sounds.
- 29. React to music, stories, rhymes and finger plays by stomping feet, making up movements to songs, and changing tone of voice.
- 30. Imitate others and reenact familiar roles, such as pretending to be an animal and pretending to drive.
- 31. Explore toys and materials in new ways, such as using play dough to make a snake and banging on pots and pans as drums.

**Social and Emotional Development**

Social and emotional development provides the foundation upon which infants can move into toddlerhood ready to use their increasing motor, language, and cognitive skills with confidence. Through relationships and healthy attachments with adults and other children, young children

can develop the capacity to express what they are thinking, feeling, and learning.

For children with social and emotional delays, instructional strategies may include the use of frequent reinforcement, facilitated play, adult and peer modeling, social scripts, and individualized behavioral intervention. Collaboration among teacher, family, and service providers is essential for supporting social, emotional, and behavioral growth in children.

Trust and Emotional Security

- 32. Respond to caregiver's touch and sound.
- 33. Attend to familiar adults through eye contact, touch, and sounds.
- 34. Recognize familiar adults, such as by smiling, cooing, and showing excitement.
- 35. Attempt to gain attention of others by making sounds, smiling, or making eye contact.
- 36. Accept brief separation from caregiver.
- 37. Form and maintain secure relationships with others, such as by seeking help from or showing empathy for others.

Social Relationships

- 38. Observe peers during play and other group activities.
- 39. Respond to initiations of other children such as smiling when children approach and waving hello.
- 40. Imitate peers during play and other group activities.
- 41. Engage in parallel play, such as playing side by side with a peer.
- 42. Initiate interactions with peers, such as asking a friend to play and taking a friend by the hand.
- 43. Engage in reciprocal play with peers, such as sharing and taking turns.
- 44. Form and maintain early friendships, such as calling a friend by name and showing a preference for a particular peer.

Self-Regulation

- 45. Calm when held, cuddled, or fed.
- 46. Soothe self with bottle, pacifier, or toy.
- 47. Be comforted by a person's voice.
- 48. Gradually increase ability to wait for a desired object or activity.

Self-Concept

- 49. Respond to own name.
- 50. Respond to mirror image of self.
- 51. Assert self, such as by saying no, stating preferences for

people or activities, and wanting to do something independently.

52. Show ownership of objects, such as by saying “mine!” and refusing to share.

53. Express feelings and emotions, such as pleasure, interest, surprise, excitement, and complaints, both verbally and nonverbally,

54. Show pride in accomplishments, such as by saying, “Watch me!” “I did it!” and clapping.

### **Language and Communication**

Language and communication are critical to children’s ability to learn, work, and play with others. Children communicate in a variety of ways, including eye gaze, gestures, sounds, and words. Children begin to understand language conveyed through facial expressions, gestures, pictures, and words. It is imperative that children of all ability levels are exposed to language-rich environments.

Children’s specific needs vary according to their individual delays and effects of their disabilities. Alternate strategies are needed when communicating with children who are nonverbal, have language delays, or who are English Language Learners (ELL). Augmentative and alternative communication (AAC) systems may be used to facilitate communication, and include sign language, voice output devices, and a choice board. Interventions may be developed to provide additional support for understanding language, such as peer models, visual supports for sequencing tasks and routines, and cue cards. Collaboration among teachers, service providers, and families is essential to ensure that interventions are consistently provided.

### **Listening and Understanding**

55. Respond to voices, facial expressions, and gestures of others.

56. Respond to simple questions and requests, such as “Do you want up?” “Give me your... ,” and “Show me your nose.”

57. Respond to words intended to inhibit behavior, such as “stop,” “wait,” and “get down.”

### **Communicating and Speaking**

58. Use sounds and gestures consistently as signals for hunger, distress, or attention, such as crying, cooing, babbling.

59. Engage in reciprocal communication, such as imitating sounds and playing peek-a-boo.

60. Associate gestures and sounds with actions, objects, and people, such as pointing and pulling, and saying mama, dada, and out.

61. Say basic words or use specific gestures to communicate

needs and wants, such as waving bye-bye and saying juice, no, and truck.

- 62. Use two- and three-word combinations to communicate a variety of wants and needs.
- 63. Engage in basic conversation, such as asking questions, answering questions, and commenting.
- 64. Begin to use increasingly complex vocabulary and grammar in context.

**Emergent Reading**

- 65. Attend to a short book, nursery rhyme, or song, such as *This Little Piggy*, *Wheels on the Bus*, and *Where is Thumbkin?*
- 66. Look at pictures in a book.
- 67. Hold a book and turn pages.
- 68. Pat or point to pictures in a book when requested, such as “Show me the dog.”
- 69. Join in a nursery rhyme or predictable story, such as *Brown Bear, Brown Bear*.
- 70. Request to be read to by bringing book to adult or holding a favorite book.

**Early Writing**

- 71. Use writing or drawing tools to make scribbles.
- 72. Make purposeful marks on paper, such as lines, circles, and smiley faces.
- 73. Use scribbles, marks, and drawings to convey messages, such as verbally identifying what they draw and pretending to write a note.

**Cognitive Development**

Cognition involves receiving, processing, and organizing information perceived through the senses and using the information appropriately. Play is the primary means through which young children build their cognitive abilities. Play should reflect the developmental level of children and facilitated by the adults around them. Cognitive skills provide the foundation for developing academic skills.

**Exploration and Discovery**

- 74. Explore objects and people using multiple senses, such as reaching to touch and putting in mouth.
- 75. Explore objects using multiple schemes, such as first exploring, the repeating patterns of behaviors that are more deliberate and purposeful.
- 76. Use objects in a purposeful way, such as stacking objects, pushing a car, and rolling a ball.
- 77. Combine objects in a variety of ways to engage in play, such as hammering pegs, putting sand in a bucket, and pulling toys in a

	<p>wagon.</p> <p>78. Combine a sequence of steps to complete a play activity, such as completing two- to four-piece puzzle, using a shapes sorter, and stringing beads.</p> <p><u>Concept and Memory</u></p> <p>79. Identify familiar people and objects, such as mother, pacifier, and favorite blanket.</p> <p>80. Use objects according to their function, such as using a pacifier to soothe and pressing button to make music or mobile play.</p> <p>81. Demonstrate differentiated responses to people and objects, such as responding differently to mother versus strangers, food and non-food, and favorite toys and non-preferred items.</p> <p>82. Recognize familiar routines and locations, such as bedtime routine, grandma’s house, and location of preferred items.</p> <p>83. Imitate and later repeat words, gestures, and actions, such as waving bye-bye, playing chase, and pretending to talk on phone.</p> <p><u>Problem Solving and Creativity</u></p> <p>84. Use a variety of methods to get an adult’s attention to get needs met, such as making sounds, crying, throwing an item, tugging, and calling someone’s name.</p> <p>85. Use multiple strategies to engage with people and objects in the environment, such as pointing, reaching, grabbing, and using words.</p> <p>86. Demonstrate understanding of object permanence and persist in trying to obtain the object, such as knows toy is still there after being covered up.</p> <p>87. Manipulate items to complete a task, such as stacking blocks, nesting cups, completing a simple puzzle or shape sorter.</p> <p>88. Select tools appropriate for the task, such as spoon for eating, shovel for scooping, and tissue for wiping nose.</p> <p>89. Engage in imaginative play, such as pretending to cook, wearing a pot as a hat, and banging on a bowl as a drum.</p>
	<p><b>Notes</b></p> <p>This course is designed for infants and toddlers with disabilities who need intensive, individualized intervention to address the child’s developmental needs and the family’s concerns and priorities identified on the IFSP. The expectations of this course are aligned with the Florida Early Learning and Developmental Standards, Birth to Four Years recommended by the FDOE in 2010 and the Division of Early Childhood Recommended Practices (DEC, 2005).</p>

The delivery of this course is carried out through collaboration of the IFSP team, which includes the teachers, families, and other service providers. Families play a crucial role in optimizing young children's development. Early intervention builds the family's capacity to help children develop and learn. Sensitivity to cultural diversity of families is essential when developing working relationships among members of the IFSP team and when delivering services.

A whole-child approach to early intervention recognizes that all developmental domains are interrelated. An integrated approach is more effective than attention to one domain in isolation. For this reason, the continued involvement of a team of professionals and parents is critical.

This course is designed to address a wide range of disabilities within the population of infants and toddlers with disabilities. Course requirements may be added or modified based on needs and priorities indicated in the IFSP.

The following references were used in the development of this course description:

Johnston-Martin, N. M., Attermeier, S. M., & Hacker, B. J. (2004) *The Carolina Curriculum for Infants and Toddlers with Special Needs*. Baltimore: Paul H. Brookes.

National Association for the Education of Young Children (NAEYC). (2009). *Developmentally Appropriate Practices in Early Childhood Programs Serving Children from Birth through Age 8*. Position Statement. Retrieved from <http://www.naeyc.org/DAP>

Certification: ESE 6/PreK Disab E  
MNTL HND CP @6/PreK Disab E  
EMTL HND CP @6/PreK Disab E  
SPC LRN DS @6/PreK Disab E  
SPCH CORR @6/PreK Disab E  
SP LG IMPR 6/PreK Disab E  
VARYING EX @6/PreK Disab E  
HEAR IMPRD 6/PreK Disab E  
VISU IMPRD 6/PreK Disab E  
PHYS IMPRD @6/PreK Disab E  
E. CHILD ED !0/PreK Disab E  
PRIMARY ED @B/PreK Disab E  
PRESCH ED A PK PRIMARY H  
Elementary (K-6) K/PreK Disab E



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	If contracted, in accordance with 6A-6.0361, FAC See Section 1 of the Florida Course Code Directory for specific information on exemptions to the endorsement.
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<b>Course Number:</b>	7650130
<b>Course Title:</b>	Prekindergarten Disabilities: Age 3–5
<b>Number of Credits:</b>	NA
<b>Course Length:</b>	Year (Repeatable)
	<p><b>PURPOSE</b></p> <p>The purpose of this course is to enable children ages 3 through 5 years with disabilities to gain knowledge/skills in the areas of curriculum and learning, independent functioning, social and emotional development, and communication in preparation for kindergarten. Specific course content must include annual goals identified in the child’s individual educational plan (IEP) or the individual family support plan, as applicable.</p> <p><b>COURSE REQUIREMENTS</b></p> <p><b>Curriculum and Learning</b></p> <p>Cognition involves receiving, processing, and organizing information perceived through the senses and using the information appropriately. Play is the primary means through which young children build their cognitive abilities. Play should reflect the developmental level of children and be facilitated by the adults around them. Cognitive skills provide the foundation for developing academic skills.</p> <p>This section addresses children’s attitudes and dispositions toward learning, rather than specific content knowledge. Children’s approaches to learning are highly dependent on the quality and frequency of interactions with supportive adults.</p> <p><b><u>Approaches to Learning</u></b></p> <ol style="list-style-type: none"><li>1. Actively engage with peers and adults, materials, objects, and activities using specialized equipment or assistive technology, as needed.</li><li>2. Sustain attention for brief periods and find help when needed.</li><li>3. Use appropriate verbal, visual, or physical responses to demonstrate mastery of skills.</li><li>4. Respond to play, social interactions, and communicative exchanges.</li><li>5. Initiate play, social interactions, and communicative exchanges.</li><li>6. Plan, carry out, and reflect upon an activity using verbal or alternate means of communication.</li><li>7. Use alternate solutions to complete a task, when necessary.</li><li>8. Attain, maintain, and generalize necessary skills with practice and</li></ol>

	<p>support.</p> <p><b><u>Cognitive Development and General Knowledge</u></b></p> <p>9. Develop mathematical thinking skills by using concrete representations and hands-on sensory activities.</p> <p>9.1. Demonstrate beginning ability to compare and contrast objects and actions.</p> <p>9.2. Demonstrate interest in mathematical problem solving, such as playing with shapes and number puzzles and noticing when someone is missing from circle time.</p> <p>9.3. Engage in activities that involve measurement, such as using a shoelace or paper clip to measure length.</p> <p>9.4. Recognize some geometric shapes.</p> <p>9.5. Show beginning understanding of spatial relationships and position words.</p> <p>9.6. Identify numbers and count objects with one-to-one correspondence to 10.</p> <p>9.7. Sort objects into groups by one characteristic.</p> <p>9.8. Demonstrate understanding of one-to-one correspondence.</p> <p>9.9. Show understanding by participating in the comparison of quantities, such as by identifying which set has more/less and which set is larger/smaller.</p> <p>9.10. Show understanding of how to count and construct sets, such as by counting using one-to-one correspondence and putting objects together in sets.</p> <p>10. Develop scientific thinking skills, such as observing and asking questions, using tools for investigation, and comparing objects and living things.</p> <p>10.1. Begin to compare objects, such as noticing that some children have the same color clothing or blocks are big and little.</p> <p>10.2. Begin to use simple tools for observing and investigating, such as magnifying glasses, magnets, or scales for weight.</p> <p>10.3. Use senses to collect information through observation and exploration.</p> <p>10.4. Demonstrate the use of simple tools and equipment for investigating.</p> <p>10.5. Examine objects and make comparisons by telling how they are the same or different.</p> <p>10.6. Explore the physical properties of objects/matter and living things, such as heavy versus light, melting ice, tastes (sweet, salt, bitter), or making gelatin.</p> <p>10.7. Explore growth and change of living things, such as caterpillars becoming butterflies and seeds becoming plants.</p> <p>10.8. Identify the properties of living and nonliving things, such as</p>
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	<p>saying that a cat moves but a rock does not, or a dog eats but a ball does not.</p> <p>10.9. Identify and explore the five senses and each of their functions.</p> <p>10.10. Explore and begin to recognize changes in the outdoor environment, such as weather.</p> <p>10.11. Demonstrate environmental awareness and responsibilities, such as reduce, reuse, and recycle.</p> <p>11. Develop social studies skills, such as recognizing and understanding individual development; people, places, and environment; social roles and jobs; and civic ideals and practices.</p> <p>11.1. Begin to recognize and appreciate similarities and differences in people.</p> <p>11.2. Begin to understand family characteristics, roles, and functions.</p> <p>11.3. Follows class and school rules consistently.</p> <p>11.4. Demonstrate awareness of their class, school, and home environment.</p> <p>11.5. Show awareness of social roles and jobs that people do.</p> <p>11.6. Demonstrate an awareness of geographic thinking, such as looking at simple maps and diagrams, playing games that involve directionality, or noticing landmarks within a neighborhood.</p> <p>11.7. Show awareness of technology in the world, such as using a digital camera to take pictures, talking about how food gets to the cafeteria, and recording sounds into a digital recorder.</p> <p>11.8. Begin to understand and take on leadership roles.</p> <p>12. Develop creative expression through the areas of visual arts, music, creative movement and dance, and dramatic play.</p> <p>12.1. Explore visual arts, music, creative movement, dance, and dramatic play.</p> <p>12.2. Create visual arts, music, creative movement, dance, and dramatic play to communicate an idea.</p> <p>12.3. Discuss and respond to the feelings caused by visual arts, music, creative movement, dance, and dramatic play.</p> <p><b><u>Emergent Literacy</u></b> Use hands-on activities, multisensory activities, and assistive technology to increase interactions with literacy. Please see the communication section for listening and understanding skills.</p> <p>13. Develop emergent literacy skills that include the knowledge,</p>
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understanding, and skills that form the basis for later reading and writing.

**Emergent Reading**

- 13.1. Show an appreciation and enjoyment of reading.
- 13.2. Demonstrate beginning phonological awareness, such as identifying the same or different environmental sounds, playing rhyming games during circle time, and singing songs that leave out a sound.
- 13.3. Begin to demonstrate recognition of letters and symbols.
- 13.4. Demonstrate comprehension and respond to stories, such as using pictures to describe actions and what comes next in a familiar story.
- 13.5. Show motivation for reading by requesting that a book be read or picking up a book and looking at a picture.
- 13.6. Show phonological awareness, such as placing one block for one word spoken by the teacher, singing poems or nursery rhymes, generate rhyming words, and recognizing the initial sounds in words.
- 13.7. Show alphabetic knowledge by recognizing at least 10 letters and showing understanding that letters have meaning.
- 13.8. Demonstrate comprehension of text read aloud, such as by answering questions about the story, predicting what might happen next, and proposing a new title.

**Emergent Writing**

- 13.9. Use scribbles, marks, and drawings to convey messages.
- 13.10. Begin to use play, pictures, and writing to express ideas.
- 13.11. Show beginning writing skills by making letter-like shapes and scribbles to write.
- 13.12. Use scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas.
- 13.13. Show motivation to engage in written expression, such as pretending to write a shopping list, writing name, and labeling belongings.
- 13.14. Demonstrate ability to write letters.
- 13.15. Demonstrate knowledge of purposes, functions, and structure of written composition, such as dictating a story.

**Independent Functioning**

Physical development and overall good health is the foundation of every aspect of child development and learning. The rapid growth for prekindergarten children that takes place during this period involves the development of strength, balance, and coordination.

Children's needs for physical support and intervention vary according

to their specific motor delays and disabilities, with the ultimate goal being that the child can move as independently as possible in the environment. Physical support includes positioning and handling, adaptive equipment and tools, and special furniture.

Special tools, equipment, adaptations, and modifications may be necessary to ensure access and participation, such as adaptive writing tools, adaptive tricycles, use of computers, adaptations to clothing, and task analysis cards.

**Gross Motor Development**

- 14. Demonstrate increasing motor control and balance.
- 15. Demonstrate the ability to combine movements for gross motor skills through free play activities and structured, planned activities, such as climbing a ladder or walking down stairs.
- 16. Navigate the school environment, such as walking to the playground and cafeteria and getting on and off the bus.

**Fine Motor Development**

- 17. Demonstrate increasing control of small motor muscles to perform simple tasks.
- 18. Show beginning control of writing by using various drawing and art tools with increasing coordination.
- 19. Use eye-hand coordination to perform fine motor tasks, such as stringing beads, completing puzzles, using pegboards.

**Self-Help and Health**

- 20. Actively participate in self-care, basic health, and safety routines, such as toileting, hand washing, dressing, and classroom routines.
- 21. Demonstrate the ability to follow self-care, basic health, and safety routines with increasing independence, such as making healthy food choices.
- 22. Help carry out classroom routines, such as helping pass out snacks, holding the door, and helping clean up.

**Social and Emotional**

Social and emotional readiness is critical to a child's successful kindergarten transition, early school success, and later well-being. Through relationships and healthy attachments, young children can develop the capacity to express what they are thinking, feeling, and learning.

For children with social and emotional delays, instructional strategies may include frequent reinforcement, facilitated play, adult and peer modeling, social stories, and positive behavior support plans. Collaboration among teacher, family, and other educational providers

is essential for supporting social, emotional, and behavioral growth.

**Self-Regulation**

- 23. Begin to use materials with increasing care and safety.
- 24. Adapt to transitions in the class schedule with support.
- 25. Follow simple rules and routines in the class schedule with support.
- 26. Show developing ability to solve social problems with support from familiar adults.
- 27. Use materials with increasing care and safety.
- 28. Adapt to transitions in the class schedule with increasing independence.
- 29. Follow rules, expectations, and familiar routines with teacher support and multiple experiences over time.
- 30. Demonstrate growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment.
- 31. Begin to recognize, then internally manage and regulate, the expression of emotions both positive and negative, with teacher support and multiple experiences over time.

**Relationships (Self, Peer, Adult)**

- 32. Demonstrate positive relationships and interact comfortably with familiar adults.
- 33. Interact with and develop positive relationships with peers.
- 34. Join in group activities and experiences in the early learning environment.
- 35. Show care and concern for others.
- 36. Develop special friendships.
- 37. Show increasing confidence in own abilities, such as "I did it!" and "Watch me!"

**Social Problem Solving**

- 38. Use a problem-solving approach, such as turn taking, sharing, and conflict resolution with fading prompts from familiar adults.
- 39. Develop an initial understanding of bullying, with support from familiar adults.

**Communication**

Language and communication are critical to children's ability to learn, work, and play with others. Children communicate in a variety of ways, including eye gaze, gestures, sounds, and words. Children learn the meaning of language through facial expressions, gestures, pictures, and words. It is imperative that children of all ability levels are exposed to language-rich environments.

Children's specific needs vary according to their individual delays and

disabilities. Alternate strategies are needed when communicating with children who are nonverbal, have language delays, or are English Language Learners (ELL). Augmentative and alternative communication (AAC) systems may be used to facilitate communication, including sign language, voice output devices, or a choice board. Interventions may be developed to provide additional support for understanding language (visual supports for sequencing tasks and routines, cue cards, etc). Collaboration among teachers, therapists, and families is essential to ensure that interventions are consistently provided.

Communication Systems

- 40. Participate in opportunities for communication, such as circle time, using special or adaptive devices or processes to increase the level of communication or participation.
- 41. Use own communication system, such as alternative/augmentative communication, assistive device or sign language, or alternate means (eye gaze, pointing, choice of objects/pictures) to communicate and acquire information.

Listening and Understanding

- 42. Use joint attention, turn taking, and imitation (vocal and/or motor) skills.
- 43. Discriminate, recognize, and understand sounds and words, safety commands, and general daily routines, as well as information received through gestures and other nonverbal means, such as tone of voice
- 44. Follow one- to multistep directions in sequence with support, such as physical prompting and visual or auditory cues.
- 45. Demonstrate understanding and recall information and stories by pointing to pictures, physical or verbal imitative behaviors, responding orally, or acting out songs and finger plays.

Speaking

- 46. Effectively use nonverbal language, such as personal space, eye contact, gestures, and posture.
- 47. Communicate basic wants, needs, and ideas in a variety of situations with familiar adults, such as by reaching, pointing, giving, gestures, sign language, vocalization, one word, and words in phrases or sentences.
- 48. Answer different types of questions, such as “wh” questions, yes/no, and open-ended questions.
- 49. Ask different types of questions for different purposes, such as request, inform, or greet.
- 50. Participate effectively in small and large group discussions.
- 51. Use speech or other means of communication that can be



	<p>understood by adults and peers.</p> <p><u>Vocabulary</u></p> <p>52. Show an understanding of words and their meanings, such as retrieving a requested object and pointing to an object.</p> <p>53. Use expanded vocabulary for a variety of purposes, such as describing words, academic content words, and positional words.</p> <p><u>Conversation</u></p> <p>54. Use joint attention and turn-taking skills when talking with others.</p> <p>55. Use language for a variety of purposes, including greeting, informing, demanding, protesting, and requesting.</p> <p>56. Initiate and participate in conversations with adults and peers.</p> <p><u>Sentences and Structure</u></p> <p>57. Use simple rules of grammar to produce phrases and sentences.</p> <p>58. Use increasingly complex phrases and sentences in conversation.</p>
	<p><b>Notes</b></p> <p>This course is designed for children ages 3 through 5 years old with disabilities who need intensive, individualized intervention to address the child’s developmental needs and annual goals identified on the IEP.</p> <p>The expectations of this course are aligned with <i>The Florida Early Learning and Developmental Standards for Four-Year-Olds</i> (adopted by the SBE in 2011), which were a collaboration between Florida’s Office of Early Learning and the Department of Education (FDOE). The expectations were also aligned with the Florida Early Learning and Developmental Standards for Four-Year-Olds list of benchmarks and standards (2011), as well as Florida Early Learning and Developmental Standards Birth to Four Years (2010). Additional resources included <i>Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8, Third Edition</i>, by Carol Copple and Sue Bredekamp, editors (2009, NAEYC), <i>Building Blocks for Teaching Preschoolers with Special Needs, Second Edition</i>, by Susan R. Sandall, Ph.D., University of Washington; and Ilene S. Schwartz, Ph.D., University of Washington, and the Division of Early Childhood Recommended Practices (2005).</p> <p>This course is designed to address a wide range of disabilities within the population of prekindergarten children. A child may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to the achievement of annual goals on the student’s IEP. Additionally,</p>

course requirements may be added or modified based on the needs of the child. The child may use related technology, adaptive tools, and specialized equipment to meet course requirements.

Delivery of this course is setting neutral (Voluntary Prekindergarten Education Program [VPK], Headstart, regular, self-contained, or community provider). Instructional activities involving practical applications of course requirements may occur in the home, school, and community setting for the purpose of training, practice, generalization, and maintenance of skills. Sensitivity and understanding of cultural diversity (cultural, language, and family characteristics) is essential when developing working relationships among members of the IEP team, and when delivering services.

Consultation/collaboration with the appropriate multidisciplinary team members (i.e., therapist, educators, parents, behavior specialist, community providers) is recommended. A whole-child approach to prekindergarten recognizes that all developmental domains are interrelated. An integrated approach is more effective than attention to one domain in isolation. An integrated therapy approach is recommended. Team members recognize that the child's outcomes are a shared responsibility across all team members, working with the child and family.

Developmentally appropriate practice is a framework or approach to working with young children utilizing active learning with hands-on activities, choices, and structured play with adult scaffolding. Young children develop and learn at various ages and stages and in particular contexts. Learning environments should be created to match the child's abilities, provide appropriate developmental tasks, and be responsive to the social and cultural context in which the child lives.

**Certification:**

ESE 6/PREK DISAB E  
 MNTL HNDCP @6/PREK DISAB E  
 EMTL HNDCP @6/PREK DISAB E  
 SPC LRN DS @6/PREK DISAB E  
 SPCH CORR @6/PREK DISAB E  
 SP LN IMPR 6/PREK DISAB E  
 VARYING EX @6/PREK DISAB E  
 HEAR IMPRD 6/PREK DISAB E  
 VISU IMPRD 6/PREK DISAB E  
 PHYS IMPRD @6/PREK DISAB E  
 E CHILD ED !0/PREK DISAB E  
 PRIMARY ED @B/PREK DISAB E  
 PRESCH ED A  
 PK PRIMARY H

**DRAFT**

	<p>ELEMENTARY (K–6) K/PREK DISAB E CDA or CDA equivalent, in accordance with 6A-1.0502, Florida Administrative Code (F.A.C.) IF CONTRACTED, IN ACCORDANCE WITH 6A-6.0361, F.A.C. SEE SECTION 1 FOR SPECIFIC INFORMATION ON EXEMPTIONS TO THE ENDORSEMENT. IF CHILDREN ARE SERVED IN AN INCLUSIVE SETTING THROUGH A DISTRICT-OPERATED HEADSTART, TITLE 1, VPK EDUCATION, OR SCHOOL READINESS PROGRAM, SEE SECTION 1.</p>
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