Rock Your Classroom

Focus on Facilitation of Social Skills and Behavior

Guide to Evidence-based Practices

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Focus on Facilitation of Social Skills and Behavior Management:

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

- **Direct instruction is provided for social skills and replacement behaviors.**

- **Additional supports and instruction are provided to students with behavioral/social difficulties.**

- **Transitions are anticipated, taught, and supported throughout the day.**

- **Opportunities and instructions are provided for making choices and initiating activities.**

- **Teachers' actions provide a nurturing and respectful environment.**

5. Facilitation of Social Skills and Behavior Management

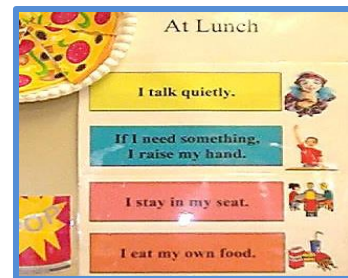**5a. A system is in place for teaching and providing practice for behavior expectations.**

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

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

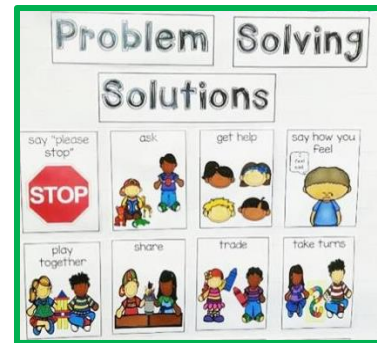| *Supports, Accommodations, Adaptations*	*Links to Additional Information* *Right click to open in new window*
Universal Supports → Display visuals and reminders for routines, schedules, and rules throughout the classroom. → Review rules and expectations regularly and provide individual reminders as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

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

Quality indicators: • Direct instruction is provided by the teachers related to acceptable behavior with examples and non-examples provided. • Teachable moments are used to further explain classroom expectations. • Children are provided with an alternative behavior and new skills are taught. • Visual supports are used.	
Questions to ask: ✓ *How do children know what to do?* ✓ *How do you teach replacement behaviors?* ✓ *What visual supports are used to assist in the correction of inappropriate behavior?*	

Supports, Accommodations, Adaptations	*Links to Additional Information* *Right click to open in new window*
Universal Supports → Develop social skill lessons based on Florida Early Learning and Developmental Standards and scaffold according to developmental levels. → Employ a combination of direct instruction and embedded strategies for addressing social skills throughout daily routines. → Facilitate social skills by engaging with children and providing guided practice.	**Activities that Encourage Sharing and Cooperating** **Overview of Embedding Social Skills** **Florida Early Learning and Developmental Standards**
Targeted/Specialized Supports → Teach calming-down strategies as distinct lessons. Provide guided practice and visuals as needed. → Teach replacement behaviors, including calming down techniques and stating emotions, in lessons and individually. Remember that each child's replacement behaviors will be determined by levels of development, language comprehension, and motivators. → Provide visuals and photos to guide and remind children of expectations.	**Calming-down and Self-regulation Strategies** **Using Books to Support Social Emotional Development - Examples** **Teaching Young Children Self-Control Skills (National Mental Health and Education Center** **Developing and Teaching Social Lessons**
Intensive Interventions → Develop individualized visual, tactile, and auditory supports to reinforce and remind children of expectations. → Provide monitoring and individual assistance to reinforce lessons and redirect as needed. → Provide supports for social communication throughout the day (visuals, core board, AAC, signs) → Collaborate with therapists and service providers to determine strategies for meeting a range of needs.	**Visuals to support Social Skills and Social Communication** **Teaching Social Skills to Preschoolers with Special Needs** **5 Steps of Instruction to Address Social Skills Deficits**

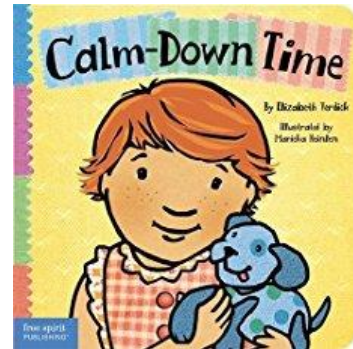| 5c. Additional supports and instruction are provided to students with behavioral/social difficulties.	
Quality indicators: • Children remain in group activities and are not seated away from the other children on a regular basis unless it is indicated on their behavioral plan or IEP. • Children who experience difficulties with social behavior are reminded of and retaught skills and strategies as needed. • Frequent and continued attempts are made to include all children in instruction and class activities. • Children are not removed from activities (such as recess) because of difficulty in a class activity earlier in the day.	
Questions to ask: ✓ *How do you redirect problem behaviors?* ✓ *Are plans in place to keep children who are experiencing difficulty with the class group and to support those who need are unable to remain in the group?* ✓ *Are classroom staff members aware and trained regarding needs and supports for children who require intense behavior interventions or assistance for calming down?* ✓ *Are children provided with positive feedback regarding social behaviors?*	
Supports, Accommodations, Adaptations	*Links to Additional Information* *Right click to open in new window*
Universal Supports → Provide consistent feedback and reminders of class schedules and expectations with both verbal and visual supports. → Teach calming down and self-regulation techniques as direct instruction and embedded throughout the day. → Facilitate social interactions through center play, cooperative games, and group activities.	*Teacher Tools from Head Start - Supporting Social Skills* *Self-Regulation Briefs from University of North Carolina*
Targeted/Specialized Supports → Provide individualized supports through visuals, posted schedules and rules, labels to define areas, and reminders throughout daily routines. → Provide social scripts with pictures and photos to define and describe expectations and strategies. → Provide clearly stated replacement behaviors and provide direct instruction and guided practice to help children develop self-regulation.	*Developing Supports for Schedules and Routines* *Developing Clearly Defined Areas in the Classroom* *Teaching Tools and Tips for Young Children with Challenging Behaviors* *Calming-down and Self-regulation Strategies*
Intensive Interventions → Collaborate with service providers and therapists to develop strategies across domains that impact behaviors (examples: communication, core board, AAC, or sensory needs) → Collaborate with families to establish consistency and generalization of skills. Provide family members with information about community and school resources. → Develop an individual positive support or behavior intervention plan if warranted.	*Individualized Rules and Self-Monitoring* *Overview of Considerations for Addressing Challenging Behaviors* *10 Tactics for Dealing with Tantrums in the Classroom* *Tool Kit for Trauma-informed Care* *Developing Behavior Plans in PreK Classrooms*

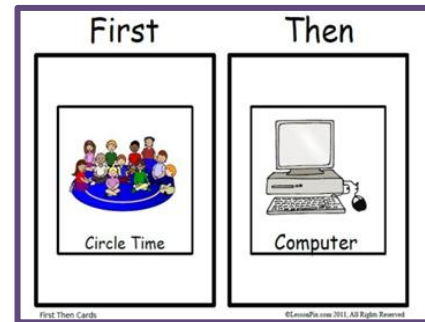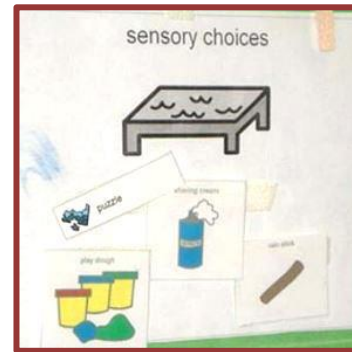| 5d. Transitions are anticipated, taught, and supported throughout the day.	
Quality indicators: • Transitions are planned instructional times and are documented in the lesson plan book. • Children are prepared in advance for transitions during a morning review of the daily schedule and again when the activity is changing. • Teachers provide children with skills and practice related to transitions, referring to the classroom rules and expectations. • Teachers use visual supports to ease transitions such as first/then boards, daily schedules, picture cues or individualized daily schedules.	
Questions to ask: ✓ *How do you prepare children for transitions?* ✓ *What activities do you prepare to ease transitions?* ✓ *What types of visual supports do you use to ease transitions?* ✓ *Are these supports used throughout the day, week or year?* ✓ *Are they changed as the needs of the children change?*	
Supports, Accommodations, Adaptations	*Links to Additional Information* *Right click to open in new window*
Universal Supports → Teach expectations for transitions through direct instruction and guided practice. → Provide supports for transitions with visuals, songs, rhymes, and other cues (sounds, actions)	***Mastering Classroom Transitions*** ***Terrific Transitions for the Preschool Classroom***
Targeted/Specialized Supports → Provide picture and photo schedules and refer to them frequently. Individualize and provide guided practice. → Provide first/then statements to prepare for transitions. → Plan children's class "jobs" so that they are closely related to times of difficult transitions. Provide positive feedback. → Develop social scripts related to specific transitions.	***Teaching and Supporting Transitions*** ***Preparing Children for Transitions*** ***Using Social Stories to Teach Transitions*** ***Transition Songs for Classrooms***
Intensive Interventions → Provide specialized supports for transitions (visual, tactile, auditory). → Provide guided practice and individual assistance to children who have difficulty following the steps of routines and transitions. → Collaborate with service providers and therapist to develop supports to address communication, sensory, motor, cognitive, and other concerns.	***Specialized Visuals for Daily Routines*** ***Preparing Children by Teaching and Supporting Transitions***

5e. Opportunities and instructions are provided for making choices and initiating activities.

Quality indicators:
- There is a balance of adult directed and child directed activities throughout the day.
- Children are able to make choices during structured activities – such as stories or songs during the morning circle time.
- Children are able to make choices during unstructured activities – such as centers and recess.
- Children are permitted time to participate in academic or learning tasks of their choice without direct instruction from the teachers.

Questions to ask:
- ✓ *At what times of the day are children permitted to make choices for preferred activities?*
- ✓ *Do you allow children to make choices during structured activities? How so?*

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

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