

## 5. Facilitation of Social Skills and Behavior Management

### 5c. Additional supports and instruction are provided to students with behavioral/social difficulties.

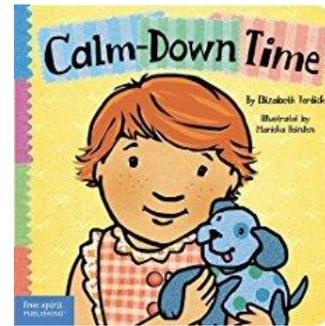
Quality indicators:

- 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.



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*

[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](#)