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**Title: Embedding Instruction in Adaptive and Self-care Throughout the Day (based on components of Rock Your Classroom)**

**Number of Inservice Points**: \_\_\_

**Course Description:** *Embedding Instruction in Adaptive and Self-care Skills – Focus on Developmental Domains* is designed as a \_\_-hour learning experience. Participants are expected to engage in small-group discussions and exchange of information related to strategies for embedding instruction of adaptive and self-care skills throughout the day in early childhood settings. Participants are expected to apply knowledge of strategies and resources to develop supports for all children in the program. The participants will be provided a variety of information, strategies and resources.

**Upon completion of this course participants will demonstrate an awareness of the following:**

1. Developmental skills and milestones as they relate to children’s participation in routines of self-care.
2. Uses of Florida Early Learning and Developmental Standards (FELDS) for planning developmentally appropriate activities with a focus on adaptive skills and the development of independent functioning.
3. Levels of support (universal, individualized, intensive) for developing strategies to address the adaptive and self-care skills for all children and specifically for those children who experience difficulties, delays, and disabilities.

**The content has been organized around six topics. Below, suggested professional development topics and objectives are listed:**

***Topic 1: Overview of Child Development in the Adaptive domain*** - Participants will recognize impacts of delays and disabilities on the development of adaptive and self-care skills of young children. Participants will identify the components and benchmarks that are included in the adaptive domain of development.

***Topic 2: Strategies for varying needs of support*** – Using resources provided, participants will identify and give examples of classroom strategies for supporting children’s development of independent functioning (including self-care, joining in classroom activities, performing simple routine tasks such as helping with clean-up).

***Topic 3: Components for setting up a supportive classroom environment*** - Participants will identify strategies for a system of consistent prompting, as well as reducing children’s needs for prompts. Participants will identify and develop strategies (visuals, direct instruction, extended practice) to facilitate skill development.

***Topic 4: Collaboration with service providers and families*** – Participants will identify and develop plans for consistent communication with families and service providers related to progress, needs, and strategies for addressing adaptive and self-care skills.

**Topic objectives reference the following resources**:

* [*Florida Early Learning and Developmental Standards*](http://flbt5.floridaearlylearning.com/), Florida Department of Education Office of Early Learning. (2017).
* [*Addressing Adaptive in Early Childhood Programs* (TATS Document includes correlation with FELDS)](https://tats.ucf.edu/wp-content/uploads/sites/9/2019/01/Adaptive-skill-in-the-classroom-with-new-standards.pdf)
* [*Adaptive and Self-care Skills*](https://tats.ucf.edu/wp-content/uploads/sites/9/2019/01/Embedded-social-2c.pdf)*,* Rock Your Classroom - Embedding Instructional Strategies for Developmental Domains,Rock Your Classroom, TATS document.

**Professional Learning Delivery, Implementation, and Evaluation:**

Participants will be required to attend the full training session (in alignment with Florida’s Professional Development System Staff Development Protocol). To earn credit, participants must complete post-test “knowledge check” question/response document.

Following successful completion of the course participants must complete **one** of the follow-up activity options. The follow-up activities may be completed in small groups or individually at the end of the sessions **or** completed later and sent back to the session presenter at an assigned time. The options include the following:

* Statement (verbal or written) of plans for using the session information in the development of supports for helping young children develop self-care skills (must include specific strategies such as visuals, task analysis)
* Verbal or written reflection of experience(s) related to the impact of delays and disabilities on children’s development in the adaptive domain
* Contribute to small-group discussion of examples of use of information in Florida Early Learning and Developmental Standards for planning lessons and activities that address adaptive and self-care skills
* During small-group sharing, provide examples of reliable family resources related to development of independence in self-care

Verification of completed follow-up activities by the participants' supervisor is required.