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**Title: Embedding Social Skills and Classroom Behavior Management Throughout the Day (based on components of Rock Your Classroom)**

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

**Course Description:** *Embedding Social Skills and Classroom Behavior Management Throughout the Day* 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 social skills throughout the day in early childhood settings. Participants are expected to apply knowledge of strategies and resources to the processes of developing class-wide strategies and routines that address children’s development of self-regulation skills. 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 social interactions with adults and peers.
2. Uses of Florida Early Learning and Developmental Standards (FELDS) for planning developmentally appropriate classroom activities and lessons to provide information and guided practice to children in the development of social skills and self-regulation.
3. Levels of support (universal, individualized, intensive) for developing strategies to address the social and behavioral needs of young children

**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 Social-Emotional domain*** - Participants will recognize impacts of delays and disabilities on the development of social skills and self-regulation in young children.

***Topic 2: Strategies for varying needs of support*** – Using resources provided, participants will identify and give examples of classroom strategies for supporting children’s social development in early childhood programs.

***Topic 3: Components for setting up a supportive classroom environment*** - Participants will identify strategies for increasing children’s participation through guided practice and specific feedback regarding social/behavioral skills.

***Topic 4: Processes for instructing and providing practice in social skills*** - Participants will identify five components of planning lessons for direct teaching of social skills.

***Topic 5: Teaching and providing practice in recognition of and response to emotions*** - Participants will identify strategies for supporting children in learning to recognize and communicate emotions during daily routines and interactions.

***Topic 6: Teaching and providing practice in skills for self-regulation*** - Using Florida Early Learning and Developmental Standards, participants will identify benchmark skills in the Social-Emotional domain related to self-regulation and social problem-solving.

**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 Social Skills in the Classroom* (TATS Document includes correlation with FELDS)](file:///C%3A%5CUsers%5CJoe%5CDesktop%5Cpro%20dev%20standards%5C%E2%80%A2%09https%3A%5Ctats.ucf.edu%5Cwp-content%5Cuploads%5Csites%5C9%5C2019%5C01%5CAddressing-Social-Skills-in-the-Classroom-logo-ada-funding-sections.pdf)
* *Embedding Instructional Strategies for Social-emotional skills* Rock Your Classroom – Focus on Embedding Instruction in Developmental, TATS document.
* [*Practical Strategies and Training Modules*](http://csefel.vanderbilt.edu/). Center on the Social and Emotional Foundations for Early Learning. Vanderbilt University.
* [*Universal Design for Learning in Pre-K*](https://tats.ucf.edu/wp-content/uploads/sites/9/2019/07/TATSFIN-V1-No.-1New-Logo.pdf)*,* TATS and FIN Talk with Instructional Staff.

**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 a lesson to address social skills, recognition of emotions, or self-regulation
* Verbal or written reflection of experience(s) related to the impact of delays and disabilities on social/behavioral needs of children
* Contribute to small-group discussion of examples of use of Social-Emotional Domain information in Florida Early Learning and Developmental Standards for planning lessons and activities
* During small-group sharing, provide examples of reliable family resources related to social/behavioral development

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