



# Rock Your Classroom

Focus on  
Embedding  
Instruction  
into  
Activities

## Observation Guide Professional Development Tool



### **Focus on Embedding Instruction in all Domains:**

**Independent and self-care skills are incorporated in daily routines.**

**Gross and fine motor skills are included in daily lessons and activities.**

**Instruction that promotes social-emotional development is provided throughout the day.**

**Daily lessons, activities, and routines include emphasis on language and communication.**

**Early literacy activities are embedded throughout daily activities and routines.**

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**2. Embedded instructional strategies in developmental domains**

**2a. Independent functioning and self-care skills are incorporated in daily routines.**

**Quality Indicators**

- Adequate time is allowed for children to participate as independently as possible. Children who need assistance are provided prompts that lead to independence.
- Self-care skills are incorporated into daily routines and children participate in activities such as being “snack helper” or other classroom jobs. **Family members are included in planning for self-care routines.**
- Children clean up and help organize/put away materials in the classroom, **lunchroom, and settings throughout the campus.**



**Questions to ask**

- ✓ *Is ample time allowed during the daily schedule for children to perform self-care skills?*
- ✓ *Are children encouraged and taught to help with cleaning up and other classroom jobs?*
- ✓ *Are there visuals to support children and encourage independence through the steps of self-care tasks?*
- ✓ *Is assistance (with a plan for fading prompts) provided for children who need assistance?*



**Supports, Accommodations, Adaptations**

**Links for Additional Information**  
**Right click to open in new window**

**Universal Supports**

- Teach children the steps of self-care routines and allow time in the daily schedule for them to practice.
- Place visuals showing step-by-step processes for routines.
- **Collaborate with family members to develop plans for generalization of skills across various settings.**

[Head Start Inclusion Resources](#)

[Florida Early Learning and Developmental Standards](#)

[Addressing Adaptive Skills in the Classroom \(correlation to FELDS\)](#)

[Tats Talks to Families about Self-care](#)

**Targeted/Specialized Supports**

- Provide direct instruction using verbal and model directions for steps shown in visuals.
- Enhance instruction and practice through use of classroom books and toys in centers.
- Coordinate with families to provide consistency in teaching self-care skills.
- Employ appropriate system of prompting in order to develop independence.

[Helping Children Develop Independence](#)

[Links to Six Documents Addressing Adaptive Skills in the Classroom: \*\*Dressing, Feeding, Hygiene, Toileting, Responsibility and Participation, Developing Independence\*\*](#)

**Intensive Interventions**

- Consult and collaborate with therapists and service providers to develop plans to support children with physical and/or cognitive needs.
- Ensure that children with significant needs for support are given ways to participate as much as possible in their self-care routines.

[TATS Talks - Integrated Therapy](#)

[Links to Six Documents Addressing Adaptive Skills in the Classroom: \*\*Dressing, Feeding, Hygiene, Toileting, Responsibility and Participation, Developing Independence\*\*](#)

## Embedded instructional strategies in developmental domains

### 2b. Gross and fine motor skills are included in daily lessons and activities.

#### Quality Indicators

- Movement activities are provided periodically throughout the day (ex. movements, marching, walking like animals during circle, transitions, and active play).
- **Children use gross and fine muscle movement skills in functional ways to physically navigate through a variety of settings and situations (classroom activity areas, playground, lunchroom, bathroom).**
- A variety of fine motor activities and materials are available throughout the day.
- Fine motor activities are developmentally appropriate and engaging and children receive assistance in fine motor tasks if needed.
- Adapted materials and tools are available for fine and gross motor activities.



#### Questions to ask

- ✓ Are motor breaks and motor activities built into daily routines (example: movement activities interspersed with seated activities during circle time; movements incorporated into transitions)?
- ✓ Does the classroom offer a variety of fine motor activities, some of which are provided in centers and free choice areas?
- ✓ Do adults encourage and reinforce gross and fine motor activities throughout the day?



#### Supports, Accommodations, Adaptations

#### **Universal Supports**

- Lesson plans and daily schedules should include opportunities for gross motor, fine motor, and perceptual motor activities throughout the day.
- **Children are encouraged and reinforced for their participation in motor activities at varying levels of developmental skills and for various functions that are relative to their interests.**

#### **Targeted/Specialized Supports**

- Specialized materials and tools are provided to meet physical, cognitive, and developmental needs.
- Movement and sensory activities are provided periodically and increased for children based on individual needs.

#### **Intensive Interventions**

- Consult and collaborate with therapists and service providers to provide needed accommodations and adaptations for children with significant needs for support.

#### Links for Additional Information

Right click to open in new window

[Universal Design in Early Childhood](#)

[Florida Early Learning and Developmental Standards](#)

[Head Start Body Start: Simple Ways to Get Moving](#)

[Best Practices for Incorporating Physical Activities \(Nemours\)](#)

[Examples of Fine Motor Classroom Activities](#)

[TATS Talks - Integrated Therapy](#)

[Accommodations for Supporting Children in Art and Fine Motor](#)

## Embedded instructional strategies in developmental domains

### 2d. Emphasis on language and communication

Quality indicators:

- Teachers actively engage children in social conversation beyond the scope of the prescribed curriculum **and assist them in using conversational skills in functional ways throughout activities.**
- Teachers identify vocabulary or linguistic concepts and embed them into teaching and learning opportunities, **emphasizing real-life examples and situations that help children generalize the information.**
- Teachers provide opportunities to practice use of new vocabulary or linguistic concepts in varying situations and settings, **including collaborating with families for follow-up.**



Questions to ask:

- ✓ *How do you incorporate language or communication-building activities into all areas of the daily routine?*
- ✓ *What types of questioning strategies do you use to expand thinking and expressive/receptive communication skills?*



*Supports, Accommodations, Adaptations*

**Links for Additional Information**  
**Right click to open in new window**

#### **Universal Supports**

- Support communication and language development with inclusion of visual supports throughout routines and schedules.
- Include vocabulary words with meaningful conversation and discussion with class staff and children throughout the day.
- Facilitate communication and language development during play and group activities.

[Universal Design in Early Childhood](#)

[Florida Early Learning and Developmental Standards](#)

[Strategies for Promoting Communication \(Ohio State University\)](#)

[TATS Talks to Families about Communication and Language](#)

#### **Targeted/Specialized Supports**

- Provide visuals to support development of communication and language and vocabulary.
- Plan activities that provide opportunities for direct instruction with guided practice to children in various situations in skills of answering questions, initiating comments, and making choices for example.
- Provide direct instruction with guided practice for children to address varying modes and levels of development.

[TATS Focus on Communication and Language - links to strategies](#)

[Enhancing Children's Language Development \(series of seven articles\)](#)

[Addressing Communication Needs in the Classroom \(correlation to FELDS\)](#)

[Supporting Communication for Various Ages and Developmental Levels](#)

#### **Intensive Intervention**

- Consult and collaborate with service providers and therapists to implement specialized programs to address significant needs.
- Communicate and coordinate with families to provide consistency of interventions.

[Helping Team Members Respond to Various Modes of Communication](#)

[Supporting Children with Various Response Modes](#)

## Embedded instructional strategies in developmental domains

### 2c. Social/emotional skills instruction is provided throughout the day.

#### Quality indicators:

- Teachers use direct instruction of social emotional skills (such as sharing or turn taking) **and emphasize the use of skills across situations and settings.**
- Teachers take advantage of “teachable moments” to reinforce taught skills **and provide practice in various settings and situations.**
- Teachers clearly communicate expectations and choices.
- Teachers respect and understand the feelings and emotions of children and help them identify responses to feelings of self and others.



#### Questions to ask:

- ✓ *When do you provide children with instruction related to acceptable behavior?*
- ✓ *How are the rules and teacher expectations communicated to children?*
- ✓ *Are children taught alternative and acceptable behaviors to replace inappropriate behaviors?*



#### Supports, Accommodations, Adaptations

**Links for Additional Information**  
**Right click to open in new window**

#### Universal Supports

- Provide instruction and practice for social skill development throughout activities **and in various settings.**
- Provide adult interaction and prompting during play to facilitate social peer interaction

[Head Start Inclusion Resources](#)

[Florida Early Learning and Developmental Standards](#)

#### Targeted/Specialized Supports

- Provide direct instruction, supported by **guided practice in various settings**, for development of social skills.
- Provide instruction with supports and guided practice to provide children with strategies for problem solving and seeking assistance.
- Provide individualized social scripts, photo and visual examples, and communication prompts for skills associated with play, group interaction, and class rules, for example.
- Include recognition of self and others' emotions and feeling in lessons and in teachable moments throughout activities in various situations.
- Teach and provide practice and visual supports with prompting for self-regulation skills.

[TATS Focus on Social Skills and Classroom Behavior - links for strategies](#)

[TATS Focus on Embedding Social Skills - links to strategies](#)

[Supports for Helping Children Interact and Play with Peers](#)

[Process for Teaching Social Skills - from Council for Exceptional Children](#)

[Social Skills in the Classroom – Correlation FELDS](#)

#### Intensive Interventions

- Implement specific behavior plans with instruction of social skills included along with interventions to address problem behaviors.
- Consult with service providers and include families in instructional strategies.

[Resources for Trauma Informed Support - from FSU Center for Early Intervention](#)

[Visuals for Supporting Social Communication](#)

[Supports for Helping Children Interact and Play with Peers](#)

## Embedded instructional strategies in developmental domains

### 2e. Early literacy activities are embedded throughout the routine.

#### Quality indicators:

- Books and literacy materials are in all areas of the classroom, including centers.
- Children have access to many books, on a variety of topics of interest, and at developmentally appropriate levels.
- Books are rotated throughout the year and coordinate with the class units of study.
- Children are provided the opportunity to read and write throughout the day **and to use these skills in functional ways across activities.**



#### Questions to ask:

- ✓ How often do children visit the reading area or are children read to individually or in small groups?
- ✓ What materials are children provided for independent writing? Where are they located in the classroom? **How are they used for functional purposes?**
- ✓ How are children encouraged to select stories to read for pleasure that are not tied to the current unit of study?



#### Supports, Accommodations, Adaptations

**Links for Additional Information**  
**Right click to open in new window**

#### **Universal Supports**

- Provide books, stories, and lessons that address varying developmental levels.
- Plan lessons that address varying needs for extended and **guided practice, hands-on activities, and real-life, visual, and photo connections.**

[Universal Design in Early Childhood](#)

[Tips for Inclusion from Head Start Inclusion Center](#)

[Florida Early Learning and Developmental Standards](#)

[Creating Literacy Rich Classrooms](#)

[TATS Talks to Families - Reading to Your Child](#)

#### **Targeted/Specialized Supports**

- Consider children's knowledge of pre-requisite skills when teaching new skills.
- Provide step-by-step practice, paired with visuals and/or photos, for teaching skills.
- Include multi-sensory activities related to early literacy in centers, **classroom activity areas, and additional school settings.**
- Ensure that children are given varying modes to respond to activities, questions, and books.

[Individualizing Instruction in PreK Classrooms](#)

[Read and Repeat - Suggestions from Center for Early Literacy Learning](#)

[Visuals for Supporting Instruction](#)

[Supporting Children of Various Ages and Developmental Levels](#)

#### **Intensive Interventions**

- Consult and collaborate with service providers and therapists to determine supports for children with significant needs in areas such as responding and using/manipulating materials.
- Provide interventions, accommodations, and adaptations to address needs for individual instruction, adapted materials, and physical assistance.

[Adapting Activities and Materials for Young Children with Disabilities](#)

[Using Adapted Books to Encourage Participation and Teach Core Words](#)

[Curriculum Planning Form](#)