

## 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](#)