

## 5. Facilitation of Social Skills and Behavior Management

### 5f. Teachers' actions provide a nurturing and respectful environment.

Quality indicators:

- Teachers speak with kind words and a calm tone of voice to all children, even those who experience behavior difficulties.
- Teachers communicate with children in a constructive manner and are proactive rather than reactive.
- **The classroom environment is welcoming, accepting, and safe and staff exhibit these attitudes across school settings.**



Questions to ask:

- ✓ How do children know that they are cared for and respected in the classroom?
- ✓ What proactive strategies are put in place to prepare for children with behavioral issues?



*Supports, Accommodations, Adaptations*

[Links to Additional Information](#)  
[Right click to open in new window](#)

#### **Universal Supports**

- Engage with children on their level so that you are able to look directly at them.
- Provide “wait time” when asking a question or requesting a response.
- Personalize the environment with photos of the children and labels of their personal areas.
- **Teach children how to request help** and assist them when you see struggles or difficulties.

[Pyramid Model of Supports](#)

[Giving Positive Attention](#)

[Foundations of Emotional Development](#)

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

- Facilitate cooperative and imaginative play by suggesting ideas and focusing on kindness and friendship.
- Communicate expectations proactively and provide reminders regularly, not only when problems arise.
- Provide specific strategies for transitions, peer interactions, and routines in advance and with photos specific to each child's needs.
- Provide assistance during whole group and small group activities to children who have difficulty following the lesson or remaining with a task.

[Cooperative Games \(with visuals\)](#)

[Communicating Expectations in Positive Terms](#)

#### **Intensive Interventions**

- Collaborate with service providers, therapists, families and classroom staff so that an atmosphere of respect, including confidentiality of information, is established in the classroom.
- Discuss progress, needs, and IEP-related information with family members in a respectful and helpful manner.
- Provide information about community and school resources to families as appropriate.

[Pyramid Practices Checklist \(including Individualized Interventions\)](#)

[Strategies for Children with Challenging Behaviors \(includes family involvement\)](#)

[Tool Kit for Trauma-informed Care](#)