

## 5. Facilitation of Social Skills and Behavior Management

### 5a. A system is in place for teaching and providing practice for behavior expectations.

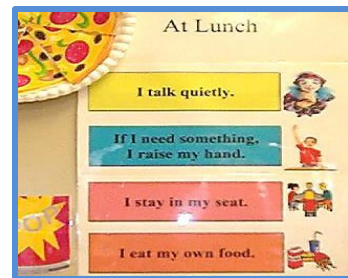
Quality indicators:

- Teachers are proactive instead of reactive.
- Teachers promote and recognize positive behavior.
- Teachers review the daily rules throughout the day allowing time for direct instruction and practice.
- Rules are posted with pictures and words.
- **Teachers are aware of developmentally appropriate, as well as age-expected behavior skills.**
- **Teachers and staff assist children in understanding and practicing rules in various settings.**
- **Emphasize and practice functional use of rules.**



Questions to ask:

- ✓ How do children know what the rules mean?
- ✓ How often do you review the rules and classroom expectations?
- ✓ How do you take into account what is developmentally appropriate for typically developing children and children with special needs when addressing behavioral issues?



*Supports, Accommodations, Adaptations*

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

#### **Universal Supports**

- Display visuals and reminders for routines, schedules, and rules throughout the classroom.
- Review rules and expectations regularly and provide individual reminders as needed.
- Develop consistent responses for positive descriptive feedback and redirection.
- Provide opportunities for learning and practicing calming techniques.

[Developing and Displaying Rules](#)

[Providing Rule Reminders and Positive Feedback](#)

[Sharing Rules with Families](#)

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

- Provide individualized visuals, including photos of actual situations, to help with understanding of rules.
- Provide social scripts and individualized strategies for segments and settings of the day's routines.
- **Encourage self-monitoring** by providing positive statements and problem-solving strategies.
- Reinforce rules with songs and rhymes that include names and photos of children.

[General Classroom Rules with Visuals](#)

[Rules for Specific Activities with Visuals](#)

[Examples of Visual Displays of Rules](#)

[Circle Time Checklist](#)

#### **Intensive Interventions**

- Individualize rules by displaying in varying modalities (visual, tactile) with use of photos or individual child and activity.
- Provide individual assistance and monitoring, along with frequent and immediate feedback.
- Provide guided practice and repetition of actions in order to help children remember the actions associated with specific rules.

[Developing Individualized Rules](#)

[Specialized and Individualized Rules](#)

[Calming-down and Self-regulation Strategies](#)