

5. Facilitation of Social Skills and Behavior Management

5c. Additional supports and instruction are provided to students with behavioral/social difficulties.

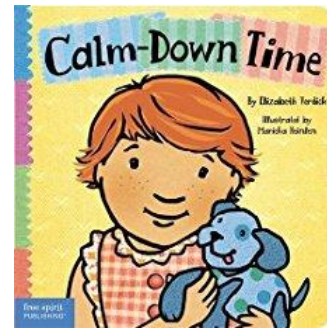
Quality indicators:

- Children remain in group activities and are not seated away from the other children on a regular basis unless it is to provide individualized interventions.
- Children who experience difficulties with social behavior are reminded of and retaught skills and strategies as needed and prior to activities and situations that are new, in different situations, or that have been triggers for issues in the past.
- Frequent and continued attempts are made to include all children in instruction and class activities.



Questions to ask:

- ✓ How do you redirect problem behaviors?
- ✓ Are plans in place to keep children who are experiencing difficulty with the class group and to support those who need are unable to remain in the group?
- ✓ Are classroom staff members aware and trained regarding needs and supports for children who require intense behavior interventions or assistance for calming?
- ✓ Are children provided with positive feedback regarding social behaviors?



Supports, Accommodations, Adaptations

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

Universal Supports

- Provide consistent and specific feedback related to expectations.
- Provide verbal and visual supports.
- **Teach calming down and self-regulation techniques as direct instruction and embedded throughout the day.**
- **Facilitate social interactions through center play, cooperative games, and group activities.**

[Teacher Tools from Head Start - Supporting Social Skills](#)

[Self-Regulation Briefs from University of North Carolina](#)

Targeted/Specialized Supports

- **Provide individualized supports through visuals, and rules, labels to define areas, and reminders throughout daily routines and multiple locations.**
- Provide social scripts with pictures and photos to define and **describe the functional use of expectations in multiple situations.**
- Provide clearly stated replacement behaviors and provide direct instruction and guided practice.

[Developing Supports for Schedules and Routines](#)

[Developing Clearly Defined Areas in the Classroom](#)

[Tips for Using Visuals with Young Children](#)

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

Intensive Interventions

- Collaborate with service providers, therapists and families to develop strategies across skill areas that impact behaviors (examples: communication, core board, AAC, or sensory needs)
- **Collaborate with families to establish consistency and generalization of skills. Provide family members with information about community and school resources.**
- Develop an individual positive support or behavior intervention plan if warranted.

[Individualized Rules and Self-Monitoring](#)

[Overview of Considerations for Addressing Challenging Behaviors](#)

[10 Tactics for Dealing with Tantrums in the Classroom](#)

[Tool Kit for Informed Care & Instruction](#)