

Observation Guide Professional Development Tool



Focus on Embedding Instruction:

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.

Children are aware of and participate in determining goals for daily activities.

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2. Embedded instructional strategies

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 Children's Personal-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](#)

Embedded instructional strategies	
2b. Gross and fine motor skills are included in daily lessons and activities.	
<p>Quality Indicators</p> <ul style="list-style-type: none"> • 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. 	
<p>Questions to ask</p> <ul style="list-style-type: none"> ✓ 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	<p>Links for Additional Information Right click to open in new window</p>
<p>Universal Supports</p> <ul style="list-style-type: none"> → 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. 	<p>Universal Design in Early Childhood</p> <p>Florida Early Learning and Developmental Standards</p>
<p>Targeted/Specialized Supports</p> <ul style="list-style-type: none"> → 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. 	<p>Head Start Body Start: Simple Ways to Get Moving</p> <p>Best Practices for Incorporating Physical Activities (Nemours)</p> <p>Examples of Fine Motor Classroom Activities</p>
<p>Intensive Interventions</p> <ul style="list-style-type: none"> → Consult and collaborate with therapists and service providers to provide needed accommodations and adaptations for children with significant needs for support. 	<p>TATS Talks - Integrated Therapy</p> <p>Accommodations for Supporting Children in Art and Fine Motor</p>

Embedded instructional strategies	
2c. Social/emotional skills instruction is provided throughout the day.	
<p>Quality indicators:</p> <ul style="list-style-type: none"> 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. 	
<p>Questions to ask:</p> <ul style="list-style-type: none"> ✓ 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	<p>Links for Additional Information Right click to open in new window</p>
<p>Universal Supports</p> <ul style="list-style-type: none"> → 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 	<p>Head Start Inclusion Resources</p> <p>Florida Early Learning and Developmental Standards</p>
<p>Targeted/Specialized Supports</p> <ul style="list-style-type: none"> → 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. 	<p>TATS Focus on Social Skills and Classroom Behavior - links for strategies</p> <p>TATS Focus on Embedding Social Skills - links to strategies</p> <p>Supports for Helping Children Interact and Play with Peers</p> <p>Process for Teaching Social Skills - from Council for Exceptional Children</p> <p>Social Skills in the Classroom – Correlation FELDS</p>
<p>Intensive Interventions</p> <ul style="list-style-type: none"> → 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. 	<p>Resources for Informed Support - from FSU Center for Early Intervention</p> <p>Visuals for Supporting Social Communication</p> <p>Supports for Helping Children Interact and Play with Peers</p>

Embedded instructional strategies	
2d. Emphasis on language and communication	
<p>Quality indicators:</p> <ul style="list-style-type: none"> 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. 	
<p>Questions to ask:</p> <ul style="list-style-type: none"> ✓ 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? 	
<i>Supports, Accommodations, Adaptations</i>	<p>Links for Additional Information Right click to open in new window</p>
<p><u>Universal Supports</u></p> <ul style="list-style-type: none"> → 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. 	<p><u>Universal Design in Early Childhood</u></p> <p><u>Florida Early Learning and Developmental Standards</u></p> <p><u>Strategies for Promoting Communication (Ohio State University)</u></p> <p><u>TATS Talks to Families about Communication and Language</u></p>
<p><u>Targeted/Specialized Supports</u></p> <ul style="list-style-type: none"> → 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. 	<p><u>TATS Focus on Communication and Language - links to strategies</u></p> <p><u>Enhancing Children's Language Development (series of seven articles)</u></p> <p><u>Addressing Communication Needs in the Classroom (correlation to FELDS)</u></p> <p><u>Supporting Communication for Various Ages and Developmental Levels</u></p>
<p><u>Intensive Intervention</u></p> <ul style="list-style-type: none"> → 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. 	<p><u>Helping Team Members Respond to Various Modes of Communication</u></p> <p><u>Supporting Children with Various Response Modes</u></p>

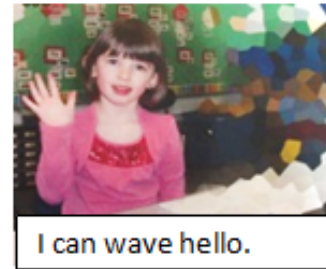
Embedded instructional strategies	
2e. Early literacy activities are embedded throughout the routine.	
<p>Quality indicators:</p> <ul style="list-style-type: none"> Books and literacy materials are in all areas of the classroom, including centers. Children have access to many books, on a variety of topics 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. 	
<p>Questions to ask:</p> <ul style="list-style-type: none"> ✓ 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
<p>Universal Supports</p> <ul style="list-style-type: none"> → 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. 	<p>Universal Design in Early Childhood</p> <p>Tips for Inclusion from Head Start Inclusion Center</p> <p>Florida Early Learning and Developmental Standards</p> <p>Creating Literacy Rich Classrooms</p> <p>TATS Talks to Families - Reading to Your Child</p>
<p>Targeted/Specialized Supports</p> <ul style="list-style-type: none"> → 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. 	<p>Individualizing Instruction in PreK Classrooms</p> <p>Read and Repeat - Suggestions from Center for Early Literacy Learning</p> <p>Visuals for Supporting Instruction</p> <p>Supporting Children of Various Ages and Developmental Levels</p>
<p>Intensive Interventions</p> <ul style="list-style-type: none"> → 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. 	<p>Adapting Activities and Materials for Young Children with Disabilities</p> <p>Using Adapted Books to Encourage Participation and Teach Core Words</p> <p>Curriculum Planning Form</p>

Embedded instructional strategies in developmental domains

2f. Children are supported in the development of awareness of their goals

Quality indicators:

- Build trusting relationships in a safe and nurturing environment.
- Staff references “what we are learning”, supports lessons visually, and follows up with **functional activities** to reinforce learning goals.
- Children are supported in focusing on and practicing skills, including social and emotional development, **in a variety of settings**.



Questions to ask:

- ✓ How do you support children in developing increased attention and focus?
- ✓ How do you introduce lessons so the children find them meaningful and can **make connections to functional activities and use of materials**?



Supports, Accommodations, Adaptations

Links for Additional Information
Right click to open in new window

Universal Supports

- Display and state current themes and learning goals of lessons and activities throughout the day.
- **Involve students in the development of their daily goals related to activities and centers.**
- **Support children in understanding their emotions** and provide strategies to assist them with focus, attention, and practice of skills.

Targeted/Specialized Supports

- Provide visuals/photos that show children lesson content and goals.
- Provide photos of “what it looks like” when a specific task or interaction is being accomplished.
- **Present long-term goals in small steps and provide functional meaning, positive feedback, and opportunities to practice in a variety of settings.**
- Address social goals with emphasis on positive interactions and trusting relationships.

Intensive Interventions

- Provide adapted materials and presentations to assist children in understanding group and individual goals.
- Provide modes of presentation and responses that facilitate participation of each child in activities that address goals.
- Support children’s participation through use of visuals, photos, accessible materials, and **increased opportunities for practice in varying situations.**

[Universal Design in Early Childhood](#)

[Embracing Inclusion in the Early Childhood Classroom](#)

[Florida Early Learning and Developmental Standards](#)

[Caring Relationships - Early Brain Development - NAEYC](#)

[Building Positive Relationships with Young Children](#)

[Example of Activity Matrix with Target Skills](#)

[TATS Talk - Teaching Lessons that Last a Lifetime - Promoting Independence](#)

[Scripted Stories for Social Situations](#)

[Supporting Children with Disabilities](#)

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

[Collaborating with Families of Children with Special Needs](#)