

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](#)

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](#)