

Embedded instructional strategies in developmental domains

2c. Social/emotional skills instruction is provided throughout the day.

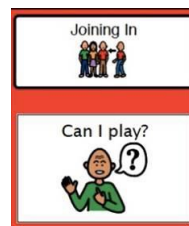
Quality indicators:

- 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.



Questions to ask:

- ✓ *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

Links for Additional Information
Right click to open in new window

Universal Supports

- 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

[Head Start Inclusion Resources](#)

[Florida Early Learning and Developmental Standards](#)

Targeted/Specialized Supports

- 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.

[Solution Kit from Classroom - National Center for Pyramid Model Innovations](#)

[Tips to Consider when Supporting Children's Behavior](#)

[Supports for Helping Children Interact and Play with Peers](#)

[Process for Teaching Social Skills - from Council for Exceptional Children](#)

[Social Skills in the Classroom – Correlation FELDS](#)

Intensive Interventions

- 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.

[Visuals for Supporting Social Communication](#)

[Supports for Helping Children Interact and Play with Peers](#)