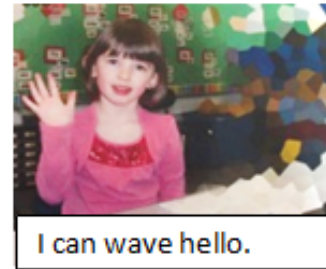


Embedded instructional strategies in developmental domains

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.

[Universal Design in Early Childhood](#)

[Tip Sheets for Classroom Strategies](#)

[Florida Early Learning and Developmental Standards](#)

[Building Positive Relationships with Young Children](#)

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.

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

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

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.**

[Supporting Children with Disabilities](#)

[Developmentally Appropriate Activities - ECTA](#)

[TATS Talks to Families - Link to page of Resources](#)