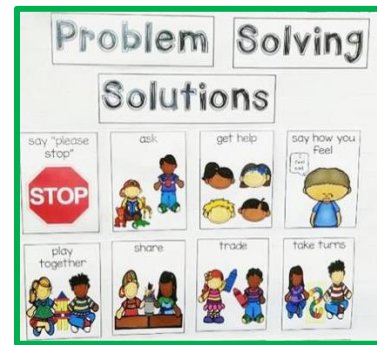


5. Facilitation of Social Skills and Behavior Management

5b. Direct instruction is provided for social skills and replacement behaviors.

Quality indicators:

- Direct instruction related to age-expected social and behavior skills is provided by the teachers.
- Teachable moments are used to further explain classroom expectations.
- Children are provided with an alternative behavior and new skills are taught. Guided practice is provided.
- **Children are provided opportunities to practice social skills in multiple settings and situations.**
- Visual supports are used.



Questions to ask:

- ✓ How do children know what to do?
- ✓ How do you teach replacement behaviors?
- ✓ What visual supports are used to assist in the correction of inappropriate behavior?



Supports, Accommodations, Adaptations

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

Universal Supports

- Develop social skill lessons based on Florida Early Learning and Developmental Standards and scaffold according to individual needs.
- **Employ a combination of direct instruction and embedded strategies for addressing social skills throughout daily routines and in multiple settings.**
- Facilitate social skills by engaging with children and providing guided practice.

[Activities that Encourage Sharing and Cooperating](#)

[Overview of Embedding Social Skills](#)

[Florida Early Learning and Developmental Standards](#)

[Breadth of the Child Outcomes \(ECTA\)](#)

Targeted/Specialized Supports

- Teach calming-down strategies as distinct lessons. Provide guided practice and visuals as needed.
- Teach replacement behaviors, including calming down techniques and stating emotions, in lessons and individually. Remember that each child's replacement behaviors will be determined by levels of development, language comprehension, and motivators.
- Provide visuals and photos to guide and remind children of expectations.

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

[Developing and Teaching Social Lessons](#)

[Teaching Young Children Self-Control Skills](#)

Intensive Interventions

- Develop individualized visual, tactile, and auditory supports to reinforce and remind children of expectations.
- Provide monitoring and individual assistance to reinforce lessons and redirect as needed.
- Provide supports for social communication throughout the day (visuals, core board, AAC, signs)
- **Collaborate with therapists and service providers and families to determine strategies and monitor progress.**

[Visuals to support Social Skills and Social Communication](#)

[Teaching Feelings - Feeling Faces Visual - English Spanish](#)

[Teaching Feelings - Feeling Faces Cards - English](#)