

Rock Your Classroom

Focus on
Facilitating
Social
Development

Observation Guide
Professional Learning Tool

Guide to Evidence-based Practices



Focus on Facilitation of Social Skills

- A system is in place for teaching and providing practice for behavior expectations.
- Direct instruction is provided for social skills and replacement behaviors.
- Additional supports and instruction are provided to students with behavioral/social difficulties.
- Transitions are anticipated, taught, and supported throughout the day.
- Opportunities and instructions are provided for making choices and initiating activities.
- Teachers' actions provide a nurturing and respectful environment.

Technical Assistance and Training System (TATS)
3280 Progress Drive
FAAST Center, Suite 250
Orlando, FL 32826

Tel: 407-823-3058
Fax: 407-823-1360
Email: tats@ucf.edu
Website: <http://www.tats.ucf.edu>

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5. Facilitation of Social Skills and Behavior Management

5a. A system is in place for teaching and providing practice for behavior expectations.

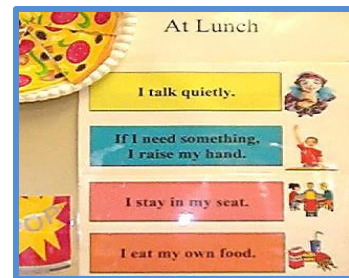
Quality indicators:

- Teachers are proactive instead of reactive.
- Teachers promote and recognize positive behavior.
- Teachers review the daily rules throughout the day allowing time for direct instruction and practice.
- Rules are posted with pictures and words.
- **Teachers are aware of developmentally appropriate, as well as age-expected behavior skills.**
- **Teachers and staff assist children in understanding and practicing rules in various settings.**
- **Emphasize and practice functional use of rules.**



Questions to ask:

- ✓ How do children know what the rules mean?
- ✓ How often do you review the rules and classroom expectations?
- ✓ How do you take into account what is developmentally appropriate for typically developing children and children with special needs when addressing behavioral issues?



Supports, Accommodations, Adaptations

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

Universal Supports

- Display visuals and reminders for routines, schedules, and rules throughout the classroom.
- Review rules and expectations regularly and provide individual reminders as needed.
- Develop consistent responses for positive descriptive feedback and redirection.
- Provide opportunities for learning and practicing calming techniques.

[Developing and Displaying Rules](#)

[Providing Rule Reminders and Positive Feedback](#)

[Sharing Rules with Families](#)

Targeted/Specialized Supports

- Provide individualized visuals, including photos of actual situations, to help with understanding of rules.
- Provide social scripts and individualized strategies for segments and settings of the day's routines.
- **Encourage self-monitoring** by providing positive statements and problem-solving strategies.
- Reinforce rules with songs and rhymes that include names and photos of children.

[General Classroom Rules with Visuals](#)

[Rules for Specific Activities with Visuals](#)

[Examples of Visual Displays of](#)

[Group Meeting Expectations](#)

Intensive Interventions

- Individualize rules by displaying in varying modalities (visual, tactile) with use of photos or individual child and activity.
- Provide individual assistance and monitoring, along with frequent and immediate feedback.
- Provide guided practice and repetition of actions in order to help children remember the actions associated with specific rules.

[Developing Individualized Rules](#)

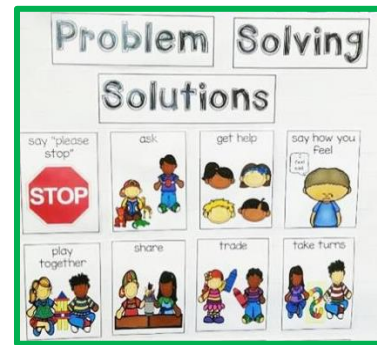
[Calming Strategies](#)

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](#)
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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-Regulation 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](#)

5. Facilitation of Social Skills and Behavior Management

5c. Additional supports and instruction are provided to students with behavioral/social difficulties.

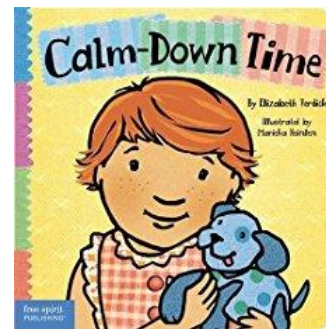
Quality indicators:

- Children remain in group activities and are not seated away from the other children on a regular basis unless it is to provide individualized interventions.
- Children who experience difficulties with social behavior are reminded of and retaught skills and strategies as needed and prior to activities and situations that are new, in different situations, or that have been triggers for issues in the past.
- Frequent and continued attempts are made to include all children in instruction and class activities.



Questions to ask:

- ✓ How do you redirect problem behaviors?
- ✓ Are plans in place to keep children who are experiencing difficulty with the class group and to support those who need are unable to remain in the group?
- ✓ Are classroom staff members aware and trained regarding needs and supports for children who require intense behavior interventions or assistance for calming?
- ✓ Are children provided with positive feedback regarding social behaviors?



Supports, Accommodations, Adaptations

[Links to Additional Information](#)
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Universal Supports

- Provide consistent and specific feedback related to expectations.
- Provide verbal and visual supports.
- **Teach calming down and self-regulation techniques as direct instruction and embedded throughout the day.**
- **Facilitate social interactions through center play, cooperative games, and group activities.**

[Teacher Tools for Supporting Social Skills \(from Head Start \)](#)

[Systematic Instruction Practices \(Early Childhood Technical Assistance Center\)](#)

[Solution Kit for Classrooms \(National Center for Pyramid Model Innovations\)](#)

Targeted/Specialized Supports

- **Provide individualized supports through visuals, and rules, labels to define areas, and reminders throughout daily routines and multiple locations.**
- Provide social scripts with pictures and photos to define and **describe the functional use of expectations in multiple situations.**
- Provide clearly stated replacement behaviors and provide direct instruction and guided practice.

[Developing Supports for Schedules and Routines](#)

[Developing Clearly Defined Areas in the Classroom](#)

[Using Visuals with Young Children](#)

Intensive Interventions

- Collaborate with service providers, therapists and families to develop strategies across skill areas that impact behaviors (examples: communication, core board, AAC, or sensory needs)
- **Collaborate with families to establish consistency and generalization of skills. Provide family members with information about community and school resources.**
- Develop an individual positive support or behavior intervention plan if warranted.

[Individualized Rules and Self-Monitoring](#)

[Overview of Considerations for Addressing Challenging Behaviors](#)

[Strategies for Supporting Social Behavior](#)

[Teaching Calming Strategies](#)

5. Facilitation of Social Skills and Behavior Management

5d. Transitions are anticipated, taught, and supported throughout the day.

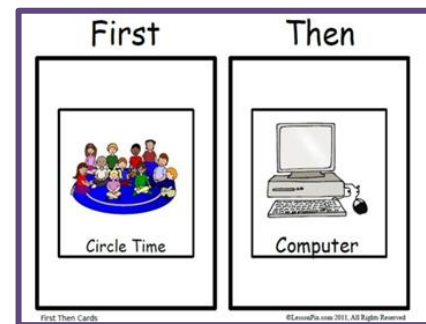
Quality indicators:

- Transitions are planned instructional times and are documented in the lesson plan book.
- Children are prepared in advance for transitions during a morning review of the daily schedule and again when the activity is changing.
- Teachers provide children with functional skills and practice related to transitions, referring to the expectations and the order of activities of the day.
- **Teachers prepare and provide practice for transitioning to multiple situations and settings. Visual supports and social scripts are used to help children know what to expect in various settings.**



Questions to ask:

- ✓ How do you prepare children for transitions?
- ✓ What activities do you prepare to ease transitions?
- ✓ What types of visual supports do you use to ease transitions?
- ✓ Are these supports used throughout the day, week or year?
- ✓ Are they changed as the needs of the children change?



Supports, Accommodations, Adaptations

[Links to Additional Information](#)
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Universal Supports

- Teach expectations for transitions through direct instruction and guided practice.
- Provide supports for transitions with visuals, songs, rhymes, and other cues (sounds, actions)

[Universal Design for Early Childhood](#)

[Transition Strategies for Early Childhood](#)

Targeted/Specialized Supports

- Provide picture and photo schedules and refer to them frequently. Individualize and provide guided practice.
- Provide first/then statements to prepare for transitions.
- **Plan children's functional class "jobs"** so that they are closely related to times of difficult transitions. Provide specific and positive feedback.
- Develop social scripts related to specific transitions.

[Teaching and Supporting Transitions](#)

[Preparing Children for Transitions](#)

[Transition Songs for Classrooms](#)

Intensive Interventions

- Provide specialized supports for transitions (visual, tactile, auditory).
- **Provide guided practice and individual assistance in a variety of situations** to children who have difficulty following the steps of routines and transitions.
- **Collaborate with service providers, therapists, and families** to develop supports to address communication, sensory, motor, cognitive, and other concerns.

[Specialized Visuals for Daily Routines](#)

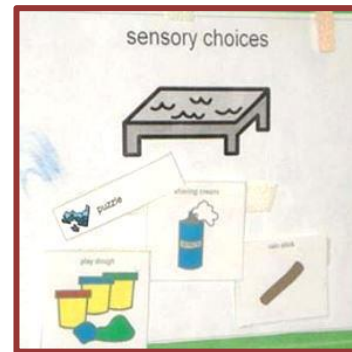
[Transition Cue Cards](#)

5. Facilitation of Social Skills and Behavior Management

5e. Opportunities and instructions are provided for making choices and initiating activities.

Quality indicators:

- **There is a balance of adult directed and child directed activities throughout the day.**
- Children are able to make choices during structured activities – such as stories or songs during the morning circle time.
- Children are able to make choices during unstructured activities – such as centers and recess.
- **Children are encouraged and assisted in selecting and participating in activities that are functional within the routines of the day.**



Questions to ask:

- ✓ *At what times of the day are children permitted to make choices for preferred activities?*
- ✓ *Do you allow children to make choices during structured activities? How so?*



Supports, Accommodations, Adaptations

*[Links to Additional Information](#)
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Universal Supports

- Develop a daily schedule with a balance of activities that are child-directed with those that are teacher-directed
- Provide opportunities for children to have choices within the scheduled activities of the day as well as in various settings.

[Gving Children Choices](#)

[Supporting Decision-making Skills](#)

Targeted/Specialized Supports

- Facilitate play interactions and initiation with peers through guided practice, peer buddies, and adult modeling.
- **Facilitate interactions in various situations through guided practice (adults in lunchroom, adults and children in other classrooms)**
- Provide social scripts and communication strips to support initiation and play with peers.

[Visuals to Support Play Skills](#)

[Guide to Teaching Problem Solving](#)

[Promoting Skills in Small Group Instruction](#)

Intensive Interventions

- Provide individualized supports for selection and communication of choices (visual, tactile, auditory).
- Collaborate with service providers and therapists to plan for use of core boards, AAC, and other modes of communication.
- Teach choice making at developmental level and during motivating activities. Begin with real objects or photo representation of items.
- Facilitate initiation of activities through guided practice and individual supports.

[Teaching Choice making](#)

[Visuals for Supporting Social Communication](#)

[Supporting Children with Various Modes of Communication](#)

5. Facilitation of Social Skills and Behavior Management

5f. Teachers' actions provide a nurturing and respectful environment.

Quality indicators:

- Teachers speak with kind words and a calm tone of voice to all children, even those who experience behavior difficulties.
- Teachers communicate with children in a constructive manner and are proactive rather than reactive.
- **The classroom environment is welcoming, accepting, and safe and staff exhibit these attitudes across school settings.**



Questions to ask:

- ✓ How do children know that they are cared for and respected in the classroom?
- ✓ What proactive strategies are put in place to prepare for children with behavioral issues?



Supports, Accommodations, Adaptations

[Links to Additional Information](#)
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Universal Supports

- Engage with children on their level so that you are able to look directly at them.
- Provide “wait time” when asking a question or requesting a response.
- Personalize the environment with photos of the children and labels of their personal areas.
- **Teach children how to request help** and assist them when you see struggles or difficulties.

[Pyramid Model of Supports](#)

[Giving Positive Attention](#)

Targeted/Specialized Supports

- Facilitate cooperative and imaginative play by suggesting ideas and focusing on kindness and friendship.
- Communicate expectations proactively and provide reminders regularly, not only when problems arise.
- Provide specific strategies for transitions, peer interactions, and routines in advance and with photos specific to each child's needs.
- Provide assistance during whole group and small group activities to children who have difficulty following the lesson or remaining with a task.

[Activities that Encourage Cooperative Play](#)

[Communicating Expectations in Positive Terms](#)

Intensive Interventions

- Collaborate with service providers, therapists, families and classroom staff so that an atmosphere of respect, including confidentiality of information, is established in the classroom.
- Discuss progress, needs, and IEP-related information with family members in a respectful and helpful manner.
- Provide information about community and school resources to families as appropriate.

[Pyramid Practices Checklist \(including Individualized Interventions\)](#)

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