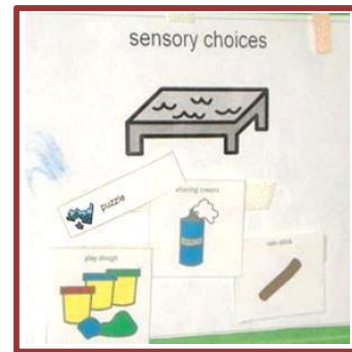


5. Facilitation of Social Skills and Behavior Management

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 provided choices for preferred activities?
- ✓ How often are children encouraged to engage in group activities of their choice?
- ✓ What kinds of supports are in place to help children with communication needs indicate their choices?



Supports, Accommodations, Adaptations

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

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.

[Giving 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](#)