



# Rock Your Classroom

Focus on  
Embedding  
Instruction  
for all  
Domains

## Observation Guide Professional Development Tool



### **Focus on Embedding Instruction in all Domains:**

**Independent and self-care skills are incorporated in daily routines.**

**Gross and fine motor skills are included in daily lessons and activities.**

**Instruction that promotes social-emotional development is provided throughout the day.**

**Daily lessons, activities, and routines include emphasis on language and communication.**

**Early literacy activities are embedded throughout daily activities and routines.**

**Children are supported in their awareness and use of learning goals.**

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## 2. Embedded instructional strategies in developmental domains

### 2a. Independent functioning and self-care skills are incorporated in daily routines.

#### Quality Indicators

- Adequate time is allowed for children to participate as independently as possible. Children who need assistance are provided prompts that lead to independence.
- Self-care skills are incorporated into daily routines and children participate in activities such as being “snack helper” or other classroom jobs.
- Children clean up and help organize/put away materials.



#### Questions to ask

- ✓ *Is ample time allowed during the daily schedule for children to perform self-care skills?*
- ✓ *Are children encouraged and taught to help with cleaning up and other classroom jobs?*
- ✓ *Are there visuals to support children through the steps of self-care tasks?*
- ✓ *Is assistance (with a plan for fading prompts) provided for children who need assistance?*



#### Supports, Accommodations, Adaptations

**Links for Additional Information**  
**Right click to open in new window**

#### Universal Supports

- Teach children the steps of self-care routines and allow time in the daily schedule for them to practice.
- Place visuals showing step-by-step processes for routines.
- Employ appropriate system of prompting in order to develop independence.

[Head Start Inclusion Resources](#)

[Florida Early Learning and Developmental Standards](#)

[Addressing Adaptive Skills in the Classroom \(correlation to FELDS and BDJ2\)](#)

#### Targeted/Specialized Supports

- Provide direct instruction using verbal and model directions for steps shown in visuals.
- Enhance instruction and practice through use of classroom books and toys in centers.
- Coordinate with families in order to provide consistency in teaching self-care skills.

[Helping Children Develop Independence](#)

[Links to Six Documents Addressing Adaptive Skills in the Classroom: Dressing Feeding, Hygiene, Toileting, Personal Responsibility and Participation](#)

#### Intensive Interventions

- Consult and collaborate with therapists and service providers to develop plans to support children with physical and/or cognitive needs.
- Ensure that children with significant needs for support are given ways to participate as much as possible in their self-care routines.

[TATS Talks - Integrated Therapy](#)

[Links to Six Documents Addressing Adaptive Skills in the Classroom: Dressing Feeding, Hygiene, Toileting, Personal Responsibility and Participation](#)

## Embedded instructional strategies in developmental domains

### 2b. Gross and fine motor skills are included in daily lessons and activities.

#### Quality Indicators

- Movement activities are provided periodically throughout the day (ex. movements, marching, walking like animals during circle and/or transitions)
- Active play is facilitated and encouraged.
- A variety of fine motor activities and materials are available throughout the day.
- Fine motor activities are developmentally appropriate and engaging and children receive assistance in fine motor tasks if needed.
- Adapted materials and tools are available for fine and gross motor activities



#### Questions to ask

- ✓ Are motor breaks and motor activities built into daily routines (example: movement activities interspersed with seated activities during circle time; movements incorporated into transitions)?
- ✓ Does the classroom offer a variety of fine motor activities, some of which are provided in centers and free choice areas?
- ✓ Do adults encourage and reinforce gross and fine motor activities throughout the day?



#### Supports, Accommodations, Adaptations

#### Links for Additional Information

Right click to open in new window

#### **Universal Supports**

- Lesson plans and daily schedules should include opportunities for gross motor, fine motor, and perceptual motor activities throughout the day.
- Children are encouraged and reinforced for their participation in motor activities at varying levels of developmental skills.

[Universal Design in Early Childhood](#)

[Florida Early Learning and Developmental Standards](#)

#### **Targeted/Specialized Supports**

- Specialized materials and tools are provided to meet physical, cognitive, and developmental needs.
- Movement and sensory activities are provided periodically and increased for children based on individual needs.
- Assistance and individual instruction are provided when needed.

[TATS Focus on Self-care and Motor Skills - links to strategies](#)

[Head Start Body Start: Simple Ways to Get Moving](#)

[Best Practices for Incorporating Physical Activities \(Nemours\)](#)

[Examples of Fine Motor Classroom Activities](#)

#### **Intensive Interventions**

- Consult and collaborate with therapists and service providers to provide needed accommodations and adaptations for children with significant needs for support.
- Provide assistance and individualized instruction and guided practice with extended time allotments as needed.

[TATS Talks - Integrated Therapy](#)

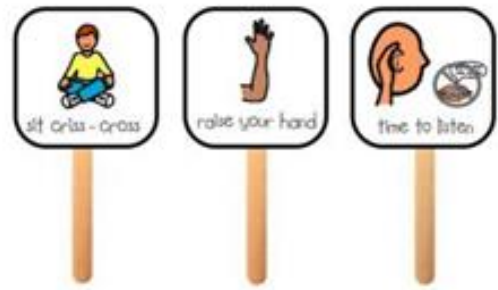
[Accommodations for Supporting Children in Art and Fine Motor](#)

## 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).
- Teachers take advantage of “teachable moments” to reinforce taught skills.
- Teachers clearly communicate expectations and choices.
- Teachers respect and understand the feelings and emotions of children and help them identify acceptable solutions to difficulties.



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.
- Provide adult interaction and prompting during play in order to facilitate social peer interaction

[Head Start Inclusion Resources](#)

[Florida Early Learning and Developmental Standards](#)

[Head Start - News You Can Use - Foundations of Social Development](#)

#### **Targeted/Specialized Supports**

- Provide direct instruction, supported by visuals and guided practice, for development of social skills.
- Provide instruction with supports and guided practice for children to provide them with strategies for problem solving and seeking assistance when needed.
- 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.
- Teach and provide practice and visual supports with prompting for self-regulation skills.

[TATS Focus on Social Skills and Classroom Behavior - links for strategies](#)

[TATS Focus on Embedding Social Skills - links to strategies, including Conscious Discipline](#)

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

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

[Resources for Trauma Informed Support - from FSU Center for Early Intervention](#)

[Visuals for Supporting Social Communication](#)

[Teaching Young Children Self Control Skills](#)

#### **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 to maintain consistency in expectations and supports.

[TATS Talks - Integrated Therapy](#)

[Developing Behavior Plans in Preschool \(Texas A&M\)](#)

[Preschool Positive Behavior Support \(including Tier 3 Interventions\)](#)



<b>Embedded instructional strategies in developmental domains</b>	
<b>2d. Emphasis on language and communication</b>	
<p>Quality indicators:</p> <ul style="list-style-type: none"> <li>• Teachers actively engage children in social conversation beyond the scope of the prescribed curriculum.</li> <li>• Teachers identify vocabulary or linguistic concepts and embed them into teaching and learning opportunities.</li> <li>• Teachers provide opportunities to practice use of new vocabulary or linguistic concepts.</li> </ul>	
<p>Questions to ask:</p> <ul style="list-style-type: none"> <li>✓ <i>How do you incorporate language or communication-building activities into all areas of the daily routine?</i></li> <li>✓ <i>What types of questioning strategies do you use to expand thinking and expressive/receptive communication skills?</i></li> </ul>	
<i>Supports, Accommodations, Adaptations</i>	<p><b>Links for Additional Information</b>  <b>Right click to open in new window</b></p>
<p><b>Universal Supports</b></p> <ul style="list-style-type: none"> <li>→ Support communication and language development with inclusion of visual supports throughout routines and schedules.</li> <li>→ Include vocabulary words with meaningful conversation and discussion with class staff and children throughout the day.</li> <li>→ Facilitate communication and language development during play and group activities.</li> </ul>	<p><a href="#"><u>Universal Design in Early Childhood</u></a></p> <p><a href="#"><u>Florida Early Learning and Developmental Standards</u></a></p> <p><a href="#"><u>Strategies for Promoting Communication (Ohio State University)</u></a></p>
<p><b>Targeted/Specialized Supports</b></p> <ul style="list-style-type: none"> <li>→ Provide visuals to support development of communication and language and vocabulary.</li> <li>→ Plan activities that provide opportunities for direct instruction with guided practice to children who require support in skills of answering questions, initiating comments, making choices for example.</li> <li>→ Provide direct instruction with guided practice for children to address varying modes and levels of development.</li> <li>→ Provide specialized materials for communication.</li> </ul>	<p><a href="#"><u>TATS Focus on Communication and Language - links to strategies</u></a></p> <p><a href="#"><u>Enhancing Children's Language Development (series of seven articles)</u></a></p> <p><a href="#"><u>TATS Talk - Supporting Communication</u></a></p> <p><a href="#"><u>TATS Talks - Supporting Communication and Literacy</u></a></p> <p><a href="#"><u>Addressing Communication Skills in the Classroom (correlations to FELDS and BDI2)</u></a></p> <p><a href="#"><u>Supporting Communication for Various Ages and Developmental Levels</u></a></p>
<p><b>Intensive Intervention</b></p> <ul style="list-style-type: none"> <li>→ Consult and collaborate with service providers and therapists to implement specific specialized programs, such as AAC devices, to address significant needs.</li> <li>→ Communicate and coordinate with families to provide consistency of interventions.</li> </ul>	<p><a href="#"><u>Teaching Communication of "Yes" and "No" (Project Core)</u></a></p> <p><a href="#"><u>Helping Team Members Respond to Various Modes of Communication</u></a></p> <p><a href="#"><u>Resources List Related to AAC</u></a></p> <p><a href="#"><u>Supporting Children with Various Response Modes</u></a></p>

## Embedded instructional strategies in developmental domains

### 2e. Early literacy activities are embedded throughout the routine.

#### Quality indicators:

- Books and literacy materials are in all areas of the classroom, including centers.
- Children have access to many books, on a variety of topics of interest, and at developmentally appropriate levels.
- Books are rotated throughout the year and coordinate with the class units of study.
- Children are provided the opportunity to read and write throughout the day during adult-directed and child-directed activities.



#### Questions to ask:

- ✓ How often do children visit the reading area or are children read to individually or in small groups?
- ✓ What materials are children provided for independent writing? Where are they located in the classroom?
- ✓ How are children encouraged to select stories to read for pleasure that are not tied to the current unit of study?



#### Supports, Accommodations, Adaptations

#### **Universal Supports**

- Provide books, stories, and lessons that address varying developmental levels.
- Plan lessons that address varying needs for extended and guided practice, hands-on activities, and real-life, visual, and photo connections.

#### **Targeted/Specialized Supports**

- Consider children's knowledge of pre-requisite skills when teaching new skills.
- Provide step-by-step practice, paired with visuals and/or photos, for teaching skills.
- Include multi-sensory activities related to early literacy in centers and activity areas.
- Ensure that children are given varying modes to respond to activities, questions, and books.

#### **Intensive Interventions**

- Consult and collaborate with service providers and therapists to determine supports for children with significant needs in areas such as responding and using/manipulating materials.
- Provide interventions, accommodations, and adaptations to address needs for individual instruction, adapted materials, and physical assistance.

#### Links for Additional Information

Right click to open in new window

[Universal Design in Early Childhood](#)

[Embracing Inclusion in the Early Childhood Classroom](#)

[Florida Early Learning and Developmental Standards](#)

[Developing Literacy-rich Classrooms](#)

[Individualizing Instruction in PreK Classrooms](#)

[Read and Repeat - Suggestions from Center for Early Literacy Learning](#)

[Visuals for Supporting Instruction](#)

[Supporting Communication for Various Ages and Developmental Levels](#)

[Resources Related to Adapting Materials and Activities](#)

[Adapting Activities and Materials for Young Children with Disabilities](#)

[Supports for Devices](#)

[Using Adapted Books to Encourage Participation and Teach Core Words](#)

[Curriculum Modification Planning Form](#)

## Embedded instructional strategies in developmental domains

### 2f. Children are supported in awareness and use of learning goals

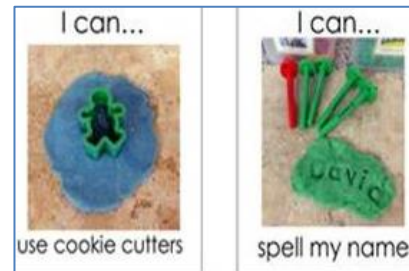
Quality indicators:

- Visuals support themes and daily lessons.
- Teachers reference “what we are learning”, support lessons visually, and follow up with activities to reinforce learning goals.
- Topics are introduced to children so they are oriented to teaching and learning tasks. Children can explain targeted vocabulary.



Questions to ask:

- ✓ Children: *What are you learning here?*
- ✓ Children: *Why is this important?*
- ✓ Teachers: *How do you use questioning to expand thinking and language comprehension/use?*
- ✓ Teachers: *How do you introduce lessons so the children find them meaningful and can make connections to previously learned materials?*



*Supports, Accommodations, Adaptations*

**Links for Additional Information**  
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#### **Universal Supports**

- Display current themes and learning goals in the classroom.
- Include goals in daily schedules and lessons.
- Clearly state the goals of lessons and activities.
- Discuss goals with children and give them opportunities to provide information about what they want to learn, are learning, and how they are progressing.

[Universal Design in Early Childhood](#)

[Embracing Inclusion in the Early Childhood Classroom](#)

[Florida Early Learning and Developmental Standards](#)

#### **Targeted/Specialized Supports**

- Provide visuals/photos that show children lesson goals.
- Provide simple charts that show children “how many” or “how much” they are accomplishing in relation to their goals.
- Provide photos of “what it looks like” when a specific task is being accomplished.
- Break long-term goals into small tasks and provide reinforcement frequently during each step.

[TATS Focus on Engagement and Responsiveness - links to resources and strategies](#)

[Individualizing Instruction in PreK Classrooms](#)

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

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

#### **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.

[Adapting Activities and Materials for Young Children with Disabilities](#)