

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 - Foundations of 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 \(including Tier 3 Interventions\)](#)