

**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 \(correlation to FELDS and BDI2\)](#)

**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, Responsibility and Participation, Developing Independence](#)

**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, Responsibility and Participation, Developing Independence](#)