

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](#)
- [Addressing Social Skills in the Classroom - Correlation to BDI-2NU and FELDS](#)

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 \(including Tier 3 Interventions\)](#)