### 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

## **Universal Supports**

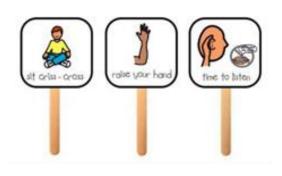
- → Provide instruction and practice for social skill development throughout activities.
- → Provide adult interaction and prompting during play in order to facilitate social peer interaction

# **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.

## **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.





Links for Additional Information Right click to open in new window

**Head Start Inclusion Resources** 

Florida Early Learning and Developmental Standards

**<u>Head Start - Foundations of Development</u>** 

<u>TATS Focus on Social Skills and Classroom Behavior - links</u> <u>for strategies</u>

<u>TATS Focus on Embedding Social Skills - links to strategies, including Conscious Discipline</u>

Supports for Helping Children Interact and Play with Peers

<u>Process for Teaching Social Skills - from Council for Exceptional Children</u>

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

**TATS Talks - Integrated Therapy** 

**Developing Behavior Plans in Preschool (Texas A&M)** 

<u>Preschool Positive Behavior Support (including Tier 3</u> <u>Interventions)</u>