



Focus on Embedding Instruction

2. Embedded Instructional Strategies

- a. Independent functioning and self-care skills are incorporated into daily routines.
- b. Gross and fine motor skills are included in daily lessons and activities.
- c. Social skills instruction is provided throughout the day.
- d. Emphasis on language and communication in daily activities.
- e. Early literacy activities are embedded throughout routines.
- f. Children are supported in the development and awareness of their goals.



Embedding Instruction

2. Embedded Instructional Strategies

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. Family members are included in planning for self-care routines.
- Children clean up and help organize/put away materials in the classroom, lunchroom and settings throughout the campus.



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 and encourage independence through the steps of self-care tasks?
- Is assistance (with a plan for fading prompts) provided for children who need assistance?



Supports, Accommodations, Adaptations

Universal

- 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.
- Collaborate with family members to develop plans for generalization of skills across various settings.

Identified/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 to provide consistency in teaching self-care skills.
- Employ appropriate system of prompting in order to develop 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.

Resources

[Addressing Adaptive and Self-care Skills in the Classroom](#)

[PESE Family Essentials: Helping Your Child Develop Independence](#)



Embedding Instruction

2. Embedded Instructional Strategies

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, moving between activities and active play).
- Children use gross and fine muscle movement skills in functional ways to physically navigate through a variety of settings and situations (classroom activity areas, playground, lunchroom, bathroom).
- 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 when moving between activities)?
- 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

Universal

- 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 and for various functions that are relative to their interests.

Identified/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.

Intensive Interventions

- Consult and collaborate with therapists and service providers to provide needed accommodations and adaptations for children with significant needs for support.

Resources

[Examples of Fine Motor Classroom Activities](#)

[Physical Activity Tips](#)

[Special Olympics Young Athletes Activity Guide](#)



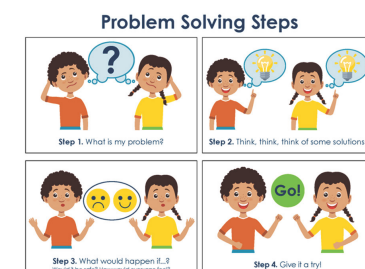
Embedding Instruction

2. Embedded Instructional Strategies

2c. Social skills instruction is provided throughout the day.

Quality Indicators

- Teachers use direct instruction of social skills and emotional competencies (such as sharing or turn taking) and emphasize the use of skills across situations and settings.
- Teachers take advantage of “teachable moments” to reinforce taught skills and provide practice in various settings and situations.
- Teachers clearly communicate expectations and choices.
- Teachers respect and understand the feelings and emotions of children and help them identify responses to feelings of self and others.



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

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

Identified/Specialized Supports

- Provide direct instruction, supported by guided practice in various settings, for development of social skills.
- Provide instruction with supports and guided practice to provide children with strategies for problem solving and seeking assistance.
- 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 throughout activities in various situations.
- 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.

Resources

[Addressing Social Skills in Early Childhood](#)
[Essentials for Social Development and Emotional Competencies](#)
[Solution Kit](#)



Embedding Instruction

2. Embedded Instructional Strategies

2d. Emphasis on language and communication in daily activities.

Quality Indicators

- Teachers actively engage children in social conversation beyond the scope of the prescribed curriculum and assist them in using conversational skills in functional ways throughout activities.
- Teachers identify vocabulary or linguistic concepts and embed them into teaching and learning opportunities, emphasizing real-life examples and situations that help children generalize the information.
- Teachers provide opportunities to practice use of new vocabulary or linguistic concepts in varying situations and settings, including collaborating with families for follow-up.



Questions to Ask

- How do you incorporate language or communication-building activities into all areas of the daily routine?
- What types of questioning strategies do you use to expand thinking and expressive/receptive communication skills?



Supports, Accommodations, Adaptations

Universal

- Support communication and language development with visual supports throughout routines and schedules.
- Include vocabulary words with meaningful conversation and discussion with class staff and children throughout the day.
- Facilitate communication and language development during play and group activities.

Identified/Specialized Supports

- Provide visuals to support development of communication and language and vocabulary.
- Plan activities that provide opportunities for direct instruction with guided practice to children in various situations in skills of answering questions, initiating comments and making choices for example.
- Provide direct instruction with guided practice for children to address varying modes and levels of development.

Intensive Interventions

- Consult and collaborate with service providers and therapists to implement specialized programs to address significant needs.
- Communicate and coordinate with families to provide consistency of interventions.

Resources

[Addressing Communication Skills in the Classroom](#)
[Preschool Language Learning: ECTA Practitioner Guide](#)
[PESE Educator Essentials: Supporting Communication](#)



Embedding Instruction

2. Embedded Instructional Strategies

2e. Early literacy activities are embedded throughout routines.

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 and to use these skills in functional ways across 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 they used for functional purposes?
- 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

- 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.

Identified/Specialized Supports

- Consider children's knowledge of prerequisite 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, classroom activity areas and additional school settings.
- 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.

Resources

[Read and Repeat](#)

[PESE Family Essentials: Reading to Your Child](#)
[Preschool Language Learning \(ECTA\)](#)



Embedding Instruction

2. Embedded Instructional Strategies

2f. Children are supported in the development and awareness of their goals.

Quality Indicators

- Build trusting relationships in a safe and nurturing environment.
- Staff references "what we are learning", supports lessons visually and follows up with the functional activities to reinforce learning goals.
- Children are supported in focusing on practicing skills, including social skills and emotional competency development, in a variety of settings.



Questions to Ask

- How do you support children in developing increased attention and focus?
- How do you introduce lessons so the children find them meaningful and make connections to functional activities and use of materials?



Supports, Accommodations, Adaptations

Universal

- Display and state current themes and learning goals of lessons and activities throughout the day.
- Involve students in the development of their daily goals related to activities and centers.
- Support children in understanding their emotions and provide strategies to assist them with focus, attention and practice of skills.

Identified/Specialized Supports

- Provide visuals/photos that show children lesson content and goals.
- Provide photos of "what it looks like" when a specific task or interaction is being accomplished.
- Present long-term goals in small steps and provide functional meaning, positive feedback and opportunities to practice in a variety of settings.
- Address social goals with emphasis on positive interactions and trusting relationships.

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.
- Support children's participation through use of visuals, photos, accessible materials and increased opportunities for practice in varying situations.

Resources

[Building Positive Relationships with Young Children](#)
[Teaching Lessons that Last a Lifetime](#)