



Focus on Facilitating Social Skills

5. Facilitation of Social Skills and Behavior Management

- a. A system is in place for teaching and providing practice for behavior expectations.
- b. Direct instruction is provided for social skills and replacement behaviors.
- c. Additional supports and instruction are provided to students with behavioral/social difficulties.
- d. Moving from one activity to another is anticipated, taught and supported throughout the day.
- e. Opportunities and instructions are provided for making choices and initiating activities.
- f. Teachers' actions provide a nurturing and respectful environment.



Facilitating Social Skills

5. Facilitation of Social Skills and Behavior Management

5a. A system is in place for teaching and providing practice for behavior expectations.

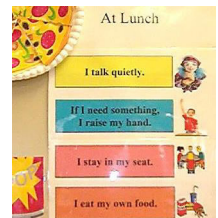
Quality Indicators

- Teachers are proactive instead of reactive.
- Teachers promote and recognize positive behavior.
- Teachers review the daily rules throughout the day allowing time for direct instruction and practice.
- Rules are posted with pictures and words.
- Teachers are aware of developmentally appropriate, as well as age-expected behavior skills.
- Teachers and staff assist children in understanding and practicing rules in various settings.
- Emphasize and practice functional use of rules.



Questions to Ask

- How do children know what the rules mean?
- How often do you review the rules and classroom expectations?
- How do you take into account what is developmentally appropriate for typically developing children and children with special needs when addressing behavioral issues?



Supports, Accommodations, Adaptations

Universal

- Display visuals and reminders for routines, schedules and rules throughout the classroom.
- Review rules and expectations regularly and provide individual reminders as needed.
- Develop consistent responses for positive descriptive feedback and redirection.
- Provide opportunities for learning and practicing calming techniques.

Identified/Specialized Supports

- Provide individualized visuals, including photos of actual situations, to help with understanding of rules.
- Provide social scripts and individualized strategies for segments and settings of the day's routines.
- Encourage self-monitoring by providing positive statements and problem-solving strategies.
- Reinforce rules with songs and rhymes that include names and photos of children.

Intensive Interventions

- Individualize rules by displaying in varying modalities (visual, tactile) with use of photos or individual child and activity.
- Provide individual assistance and monitoring, along with frequent and immediate feedback.
- Provide guided practice and repetition of actions in order to help children remember the actions associated with specific rules.

Resources

[Center Specific Rules](#)

[Providing Rule Reminders and Positive Feedback](#)

[Specialized and Individual Rules](#)



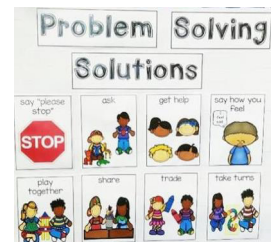
Facilitating Social Skills

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5b. Direct instruction is provided for social skills and replacement behaviors.

Quality Indicators

- Direct instruction related to age-expected social and behavior skills is provided by the teachers.
- Teachable moments are used to further explain classroom expectations.
- Children are provided with an alternative behavior and new skills are taught. Guided practice is provided.
- Children are provided opportunities to practice social skills in multiple settings and situations.
- Visual supports are used.



Questions to Ask

- How do children know what to do?
- How do you teach replacement behaviors?
- What visual supports are used to assist in the correction of inappropriate behavior?



Supports, Accommodations, Adaptations

Universal

- Develop social skill lessons based on Florida Early Learning and Developmental Standards and scaffold according to individual needs.
- Employ a combination of direct instruction and embedded strategies for addressing social skills throughout daily routines and in multiple settings.
- Facilitate social skills by engaging with children and providing guided practice.

Identified/Specialized Supports

- Teach calming-down strategies as distinct lessons. Provide guided practice and visuals as needed.
- Teach replacement behaviors, including calming down techniques and stating emotions, in lessons and individually. Remember that each child's replacement behaviors will be determined by levels of development, language comprehension and motivators.
- Provide visuals and photos to guide and remind children of expectations.

Intensive Interventions

- Develop individualized visual, tactile and auditory supports to reinforce and remind children of expectations.
- Provide monitoring and individual assistance to reinforce lessons and redirect as needed.
- Provide supports for social communication throughout the day (visuals, core board, AAC, signs).
- Collaborate with therapists and service providers and families to determine strategies and monitor progress.

Resources

[Activities that Encourage Sharing and Co-operating](#)
[Addressing Social Skills in the Classroom](#)
[Feeling Faces](#)



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5c. Additional supports and instruction are provided to students with behavioral/social difficulties.

Quality Indicators

- Children remain in group activities and are not seated away from the other children on a regular basis unless it is to provide individualized interventions.
- Children who experience difficulties with social behavior are reminded of and retaught skills and strategies as needed and prior to activities and situations that are new, in different situations or that have been triggers for issues in the past.
- Frequent and continued attempts are made to include all children in instruction and class activities.



Questions to Ask

- How do you redirect problem behaviors?
- Are plans in place to keep children who are experiencing difficulty with the class group and to support those who need are unable to remain in the group?
- Are classroom staff members aware and trained regarding needs and supports for children who require intense behavior interventions or assistance for calming ?
- Are children provided with positive feedback regarding social behaviors?



Supports, Accommodations, Adaptations

Universal

- Provide consistent and specific feedback related to expectations.
- Provide verbal and visual supports.
- Teach calming down and self-regulation techniques as direct instruction and embedded throughout the day.
- Facilitate social interactions through center play, cooperative games and group activities.

Identified/Specialized Supports

- Provide individualized supports through visuals, rules, labels to define areas and reminders throughout daily routines and multiple locations.
- Provide social scripts with pictures and photos to define and describe the functional use of expectations in multiple situations.
- Provide clearly stated replacement behaviors and provide direct instruction and guided practice.

Intensive Interventions

- Collaborate with service providers, therapists and families to develop strategies across skill areas that impact behaviors (examples: communication, core board, AAC, or sensory needs).
- Collaborate with families to establish consistency and generalization of skills. Provide family members with information about community and school resources.
- Develop an individual positive support or behavior intervention plan if warranted.

Resources

[Classroom Solution Kit](#)

[Essentials for Social Development and Emotional Competencies](#)

[Systematic Instruction Practices](#)



Facilitating Social Skills

5. Facilitation of Social Skills and Behavior Management

5d. Moving from one activity to another is anticipated, taught and supported throughout the day.

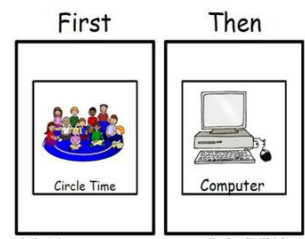
Quality Indicators

- Movement between activities are planned instructional times and are documented in the lesson plan book.
- Children are prepared in advance for movement between activities during a morning review of the daily schedule and again when the activity is changing.
- Teachers provide children with functional skills and practice related to moving from one activity to the next, referring to the expectations and the order of activities of the day.
- Teachers prepare and provide practice for moving from one activity to another in multiple situations and settings. Visual supports and social scripts are used to help children know what to expect in various settings.



Questions to Ask

- How do you prepare children for moving from one activity to the next?
- What activities do you prepare to support the ease of movement between activities?
- What types of visual supports do you use to support the ease of movement between activities?
- Are these supports used throughout the day, week or year?
- Are they changed as the needs of the children change?



Supports, Accommodations, Adaptations

Universal

- Teach expectations for moving from one activity to another through direct instruction and guided practice.
- Provide supports for moving from one activity to another with visuals, songs, rhymes and other cues (sounds, actions).

Identified/Specialized Supports

- Provide picture and photo schedules and refer to them frequently. Individualize and provide guided practice.
- Provide first/then statements to prepare for moving from one activity to the next.
- Plan children's functional class "jobs" so that they are closely related to times of difficult movement between activities. Provide specific and positive feedback.
- Develop social scripts related to moving from one activity to another. Be specific.

Intensive Interventions

- Provide specialized supports for moving from one activity to another (visual, tactile, auditory).
- Provide guided practice and individual assistance in a variety of situations to children who have difficulty following the steps of routines and moving from one activity to another.
- Collaborate with service providers, therapists, and families to develop supports to address communication, sensory, motor, cognitive and other concerns.

Resources

[Strategies for Moving from One Activity or Area to Another in the Classroom](#)
[Using Visuals to Support Children in the Early Learning Environment](#)
[Visual Supports](#)



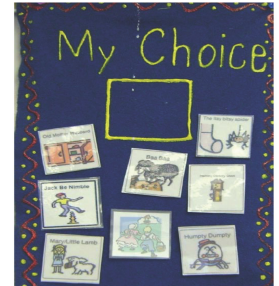
Facilitating Social Skills

5. Facilitation of Social Skills and Behavior Management

5e. Opportunities and instructions are provided for making choices and initiating activities.

Quality Indicators

- There is a balance of adult directed and child directed activities throughout the day.
- Children are able to make choices during structured activities – such as stories or songs during the morning circle time.
- Children are able to make choices during unstructured activities – such as centers and recess.
- Children are encouraged and assisted in selecting and participating in activities that are functional within the routines of the day.



Questions to Ask

- At what times of the day are children permitted to make choices for preferred activities?
- Do you allow children to make choices during structured activities? How so?



Supports, Accommodations, Adaptations

Universal

- Develop a daily schedule with a balance of activities that are child-directed with those that are teacher-directed
- Provide opportunities for children to have choices within the scheduled activities of the day as well as in various settings.

Identified/Specialized Supports

- Facilitate play interactions and initiation with peers through guided practice, peer buddies, and adult modeling.
- Facilitate interactions in various situations through guided practice (adults in lunchroom, adults and children in other classrooms)
- Provide social scripts and communication strips to support initiation and play with peers.

Intensive Interventions

- Provide individualized supports for selection and communication of choices (visual, tactile, auditory).
- Collaborate with service providers and therapists to plan for use of core boards, AAC, and other modes of communication.
- Teach choice making at developmental level and during motivating activities. Begin with real objects or photo representation of items.
- Facilitate initiation of activities through guided practice and individual supports.

Resources

[Peer Social Interactions](#)

[Problem Solving in the Real World](#)

[PESE Educator Essentials: Supporting Communication](#)



Facilitating Social Skills

5. Facilitation of Social Skills and Behavior Management

5f. Teachers' actions provide a nurturing and respectful environment.

Quality Indicators

- Teachers speak with kind words and a calm tone of voice to all children, even those who experience behavior difficulties.
- Teachers communicate with children in a constructive manner and are proactive rather than reactive.
- The classroom environment is welcoming, accepting and safe and staff exhibit these attitudes across school settings.



Questions to Ask

- How do children know that they are cared for and respected in the classroom?
- What proactive strategies are put in place to prepare for children with behavioral issues?



Supports, Accommodations, Adaptations

Universal

- Engage with children on their level so that you are able to look directly at them.
- Provide "wait time" when asking a question or requesting a response.
- Personalize the environment with photos of the children and labels of their personal areas.
- Teach children how to request help and assist them when you see struggles or difficulties.

Identified/Specialized Supports

- Facilitate cooperative and imaginative play by suggesting ideas and focusing on kindness and friendship.
- Communicate expectations proactively and provide reminders regularly, not only when problems arise.
- Provide specific strategies for moving from one activity to another, peer interactions and routines in advance and with photos specific to each child's needs.
- Provide assistance during whole group and small group activities to children who have difficulty following the lesson or remaining with a task.

Intensive Interventions

- Collaborate with service providers, therapists, families and classroom staff so that an atmosphere of respect, including confidentiality of information, is established in the classroom.
- Discuss progress, needs and IEP-related information with family members in a respectful and helpful manner.
- Provide information about community and school resources to families as appropriate.

Resources

[Communication is Key](#)

[Emotional Piggy Bank](#)

[Tips to Consider When Dealing with Challenging Behaviors](#)