



Instructional Strategies Manual, 4th Edition

For the Helpful Entry Level Skills Checklist (4th Edition)

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The purpose of the manual is to provide teachers, particularly those at the preschool level, with ideas for increasing the level of independence in young children as they make the transition from preschool to school-aged programs.

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Introduction to Instructional Strategies

Social, behavioral and functional skill development is often incorporated into the daily routines and activities of a preschool program. However, these skills are not typically taught or identified on a child's Individualized Education Program (IEP) as transition goals. For example, preschool teachers will instruct children to line up and even use visual cues, such as colored footprints, to assist the children, but they generally do not target this skill as an integral part of the curriculum, one that facilitates a child's transition to school-age programs.

Social, behavioral and functional skills have been identified by private and public preschool and school age teachers as important for the successful transition of children into and the adjustment of children to kindergarten and elementary school programs. When children enter the public school primary programs, they are expected to function more independently than at the preschool level. Therefore, it becomes important for teachers and parents to ensure that children have these skills to increase the likelihood of success in public school classrooms.

This manual was developed to be used in conjunction with the Helpful Entry Level Skills Checklist.

Specific strategies for teaching or reinforcing a particular skill, as well as general teaching ideas for use with a class or other settings, are included. Many of the strategies can be incorporated into classroom routines and activities. Other strategies are appropriate for parents so they can reinforce skills at home.

When using these strategies, the goal should be to foster independence. Specifically, children should be expected to master as many skills as possible. If children with disabilities are unable to acquire certain skills, adaptations should be made. Ideas for these adaptations are provided. For example, a child using an augmentative system for communication should still be encouraged to be as independent as possible when communicating his own needs and preferences.

Finally, this manual was designed to be flexible for individual use. The strategies correlate with the five major areas addressed by the Helpful Entry Level Skills Checklist. Similar strategies are included for various skills, as appropriate. Teachers and parents are encouraged to add their own ideas for facilitating skills in normal routines and activities. In addition, a coding system has been developed to address skills that are particularly applicable to specific disabilities.

The coding system consists of the following symbols:



HI

Children with Hearing Impairments or who need visual cues



VI

Children with Visual Impairments or who need auditory cues



COG

Children with Cognitive or Multiple Disabilities



PD

Children with Physical Disabilities



SL

Children with Speech/ Language Impairments



ADD

Children with Attention Deficits, emotional disabilities or who need behavioral cues



F

Ideas for Families

Using the Instructional Strategies Manual

This manual provides specific teaching strategies, activities & adaptations for facilitation of skill development in areas targeted through the assessment process for intervention. The following terms are used:



Strategies: Refer to specific environmental changes to assist children with skill acquisition. For example, placing carpet squares on the floor during circle time to assist children with staying in their own space would be considered a strategy.



Activities: Refer to specific themes, games, finger plays, songs, learning centers, which are designed to assist the child in skill acquisition. For example, playing "Follow the Back in Front of You" to assist children with walking in line would be considered an activity.



Adaptations: Refer to strategies that may be used to assist children with specific disabilities in skill acquisition. See the coding system for adaptations for use with children with specific disabilities. These adaptations could involve using sign language during songs for a child who is hearing impaired.



Additional Ideas: Refers to a section that provides teachers and parents a place to add their own ideas for facilitating skills within normal routines and activities.

When determining which strategies, activities and adaptations to use with a specific child, the following process can be used. This process builds on the natural routines and activities of the classroom or environment.

Step 1: Using the current classroom schedule, determine the number of naturally occurring opportunities children have to practice the desired skills. Special attention should be paid to opportunities in relation to circumstances such as climate, child health, biological functions, etc.

Step 2: Determine if the number of opportunities is sufficient for skill acquisition for the specific child.

Step 3: If there are not sufficient opportunities, determine methods for increasing the number of opportunities providing specific strategies, activities and adaptations to the current classroom structure.

Step 4: Determine if, with Step 3, there are sufficient opportunities for skill acquisition.

Step 5: If there are still not sufficient opportunities, determine methods for individualized instruction (i.e., one-to-one instruction, small group, specific instructional strategies as described in the Overview of Instructional Issues Section).

This worksheet provides an example of how to determine if there are opportunities to embed skill development in the normal class schedule.

Skill: Puts on/Takes off Outer Clothing

Considerations for Natural Routines: During cooler weather only

Natural Opportunities	Classroom Schedule	Created Opportunities
1	Arrival, Greetings	
	Free Play	
	Breakfast/Lunch (Bathroom Activities—Before & After)	
	Circle Time	
	Learning Centers	Dramatic Play
	Small Group Activities	Instructional Time
2	Outside Time	
	Closing Circle	
3	Departure	

Skill: Complies with simple directions provided to a group.

Considerations for Natural Routines: Developmental expectations

Additional Supports: Use of gestures, signals, transitional supports

Natural Opportunities	Classroom Schedule	Created Opportunities
1	Arrival, Greetings	
2	Free Play	
3	Breakfast/Lunch (Bathroom Activities—Before & After)	
4	Circle Time	
5	Learning Centers	
6	Small Group Activities	
7	Outside Time	
8	Closing Circle	
9	Departure	

Individual planning for the child should be based on targeted skills and how acquisition will be facilitated and mastery measured. In determining mastery levels for each child, the teacher should take into consideration the appropriate developmental age for the child. The sample that follows outlines an individual plan for a child based on the targeted skill, the number of natural opportunities for acquisition and the child's current and expected developmental level.

Skill Identification Planning Form

Program/Classroom:

Teacher:

Child's Name:

Date:

Skill	Goal/Outcome	Strategies	Activities
Classroom Skill #1 Walks rather than runs indoors	Expected Developmental Level: Age 3 Should not be expected without clear directions.	During first days of school use a knotted rope when moving between rooms/buildings. When leaving the room, children match their feet to paper foot steps on floor. Use gestures, signs or secret signals" to remind children to walk.	Role play with puppets or animals the logical consequences of not walking. Games: "Simon Says" "Follow the Leader" "Mother, May I" "Direction Detection" Songs: "Follow the Back in Front of You" - Tune of Mulberry Bush
Natural Opportunities: In-class transitions Moving to bus, cafeteria, therapy, playground	Expected Outcomes: Walks rather than runs indoors with 80% accuracy with a verbal prompt.	Assign a "buddy" to serve as model.	Imitate types of walking like "falling snow" & "cat's paws." Conduct safety units.



Instructional Strategies & Activities

Classroom Rules

Compliance with any rule requires the child to comprehend or understand the language used to communicate the rule. Therefore, the strategies and adaptations for the nine skills included in this area address this need.

#1

Classroom Rules

Walks rather than runs indoors



Strategies

- » **HI:** Have children follow laminated paper footsteps (numbers, letters, colored lines, etc.) on the floor.
- » **ADD:** Use a knotted rope, with each child holding a knot, when moving children between rooms or buildings.
- » **ADD/HI:** Post essential classroom rules, with simple symbol for each rule, including walking feet indoors.
- » **ADD/F:** Use a compliment system - each time a teacher or another adult comments on following the rule, a compliment is posted in the classroom like a pumpkin on a poster pumpkin patch. When filled, a special event is held.
- » **COG/F:** Embed key vocabulary into appropriate activities, such as for descriptions such as fast vs. slow, verbs emphasizing run vs. walk, and locations such as inside vs. outside.
- » **PD:** Use playground and classroom equipment to experience fast vs. slow, run vs. walk.
- » **VI:** Use different rates of music and rhythm band activities to reinforce the concepts of fast vs. slow. Use a metronome.
- » **SL:** Use a different pitch of voice or rate of speech to coincide with the words fast vs. slow or walk vs. run when teaching and directing the children in these concepts.

Activities

- » **Practice:** How we go and Where we go. Include language and vocabulary on opposites which include fast vs. slow, verbs emphasizing run vs. walk, and locations such as inside vs. outside.
- » **Implement:** Let's practice safety. Provide examples of when it is appropriate/not appropriate to exhibit given behaviors (i.e., walk inside the school bus, run on the playground).
- » **Games:** Simon Says; Follow the Leader; Mother, May I; Direction Detection; Imitate types of walking such as "falling snow," "cat's paws," "soldiers marching."
- » **Songs:** Follow the Back in Front of You to the tune of Mulberry Bush
- » **Books:** Everybody Takes Turns; Some Kids Use Wheelchairs; Some Kids Wear Leg Braces

Additional Ideas

#2

Classroom Rules

Waits quietly in line



Strategies

- » **HI/ADD:** Have children line up on laminated footsteps (numbers, letters, colored lines, etc.) allowing space between children.
- » **VI/COG/SL:** Chant and have children echo: "feet on line, hands by sides, eyes looking forward, smiles on faces, walking feet, let's go!"
- » **HI/COG:** Hold, or have child leader hold, quiet zone sign.
- » **COG:** Reward children for waiting quietly by placing sticker on their name tag or backpack.
- » **HI:** Use fluorescent colored tape or contrasting colored tape color of the carpet (e.g., if carpet is dark, use white tape) for children to line up on.
- » **ADD/COG:** Reward children by choosing line leader from children who are waiting quietly.
- » **HI/ADD:** Indicate and keep clear an area in front of door that is a designated space for lining up, by using tape on floor or furniture.
- » **HI/ADD:** Post pictures by door of diverse children waiting in line.
- » **F:** Attend library or other public event; practice waiting in line with other children.

Activities

- » **Practice:** How we go and Where we go. include language and vocabulary on opposites which include fast vs. slow, verbs emphasizing run vs. walk, and locations such as inside vs. outside.
- » **Games:** Play "zip your lip" or put finger to lips in "shhh" position when walking from one place to another. Play pretend games (i.e., "quiet as mice," "baby's sleeping"). Play game version of "cars on a road" in hallway. Children (cars) must stay in line (follow "car" ahead of them). Stay to right of hall to allow for children (cars) going the other direction ("cars" on opposite side of the road).
- » **Songs:** Follow the Back in Front of You to the tune of Mulberry Bush
- » **Books:** Everybody Takes Turns; Some Kids Use Wheelchairs

Additional Ideas

#3

Classroom Rules

Sits or waits appropriately



Strategies

- » **COG:** Choose a child who sits or waits appropriately to be "leader of the day" to serve as a role model.
- » **PD/ADD:** Teach components of good sitting (i.e., where feet go). Insure that children with disabilities are positioned correctly.
- » **HI/COG:** Use a visual cue on the floor or carpet to designate where children are to sit. For example, use circle shape made from colored tape, smiley faces, laminated pictures of children.
- » **VI/COG/ADD:** Verbally reinforce children who are sitting correctly. For example, "I like the way...is sitting."
- » **F/PD:** Always use seat belts in the car, bus, or on swings.
- » **HI/COG/ADD:** Teach sitting by using terms such as "nice hands" or "quiet feet;" also touch or point to the body part involved when giving directions.
- » **COG/F:** Use modeling of your own or another child's hands and feet for appropriate sitting and waiting.
- » **HI/VI/SL:** Use a familiar song, finger play, or gesture as a signal for sitting or waiting.

Activities

- » **Practice:** How we sit and How we wait. include language and vocabulary such as stop vs. go, sit vs. stand.
- » **Games:** Mother, May I; 7-Up; Button, Button, Who's Got the Button; Move with Sound
- » **Finger Plays:** Open Them, Shut Them
- » **Books:** Everybody Takes Turns; Some Kids Use Wheelchairs

Additional Ideas

#4

Classroom Rules

Complies with simple directions provided to a group



Strategies

- » **HI/VI/COG/ADD:** Use a consistent signal to cue children that it is time to look and listen to the teacher. For example, blink lights, ring timer, clap hands, or use a specific alerting phrase, such as, "Turn on your ears/eyes."
- » **VI/COG/PD/ADD:** Design a buddy system where a peer is responsible to help their buddy follow class directions.
- » **VI/COG/SL:** Use specific melodies for a set of basic directions and have children sing along as they follow directions.
- » **HI/F:** Use gestures or sign language to accompany verbal directions.
- » **HI/ADD/F:** Use posted pictorial sequence chart or pictures to accompany verbal directions.
- » **COG/ADD:** Emphasize imitation skills; have children imitate peers who follow directions.
- » **HI/COG/SL:** Design an activity which requires children to follow a series of directions in order to complete the project. Use visual sequence cards as needed.
- » **COG/SL:** Teach vocabulary such as "many," "everybody," "all," etc.
- » **COG/ADD/F:** Use consistent directions in routines and activities, such as "put toys away before snack," "put mats away when nap is over," "get a ball for play time."
- » **COG:** Display pictures of diverse persons doing activities together.

Activities

- » **Themes:** Design a week's theme on "Doing things together."
- » **Games:** Mother, May I; Simon Says; Farmer in the Dell; Duck, Duck, Goose; Balloon Burst; Imitation; Treasure Hunt; Row Your Boat; Parachute Games
Play a game where the adult says: "All hands down," "All hands up," "Cover your eyes" (gradually add more academic or functional behaviors).
- » **Finger Plays:** Face to Face
- » **Songs:** Clap Your Hands; The Grand Old Duke of York; The More We Get Together
- » **Books:** Everybody Takes Turns

Additional Ideas

#5

Classroom Rules

Makes transitions from one activity to another with minimal assistance



Strategies

- » **COG/PD/SL/ADD:** Design a buddy system where a peer is responsible to help their buddy follow directions during transition times.
- » **COG/SL/ADD:** Follow the same schedule every day.
- » **COG/ADD/F:** Prepare children ahead of time for major changes (i.e., tomorrow we will have a party).
- » **COG/PD/ADD:** For orderly transitions, call small groups one at a time (i.e., all children with brown hair, all children wearing red, etc.).
- » **HI/COG/ADD/F:** Include time by schedule of events to show when each event happens (for example: 10:00 next to playground and playground picture).
- » **ADD/F:** Give children five, then two, then one-minute reminders before activity changes, and tell what is next.
- » **HI/COG/ADD:** Provide a shelf or tray with concrete objects related to specific activities and use as visual cues. For example, paper towel for hand-washing time, cup for snack time, car for toy time, etc. Allow child to get object out of the box at beginning of the activity. Signal end of activity by having child put object back in box.
- » **HI/ADD:** Have children follow laminated paper footsteps (numbers, letters, colored lines, etc.) on floor to go to next activity.
- » **HI/VI/COG/ADD:** Use consistent signal to indicate that it is time to change activities (i.e., blink lights, clap hands, sound bell).
- » **HI/COG/ADD:** Use visual charts to show daily schedule for next activity. Point to the picture as well as verbally explaining the next activity.

Activities

- » **Themes:** Plan a theme focused on celebrating change, such as changing favorite toys, cars, homes, or foods.
- » **Games:** Follow the Leader #1; Follow the Leader #2; Follow the Yellow Brick Road
- » **Songs:** She'll be coming 'round the mountain
- » **Books:** Susan Laughs; Some Kids Use Wheelchairs; Some Kids Wear Leg Braces

Additional Ideas

#6

Classroom Rules

Uses appropriate behavior to get teacher attention when needed



Strategies

- » **HI/VI/COG/SL/ADD/F:** Discuss with children various ways to initiate contact with a teacher or friend.
- » **HI/SL:** Use a puppet or doll to demonstrate raising your hand or other appropriate ways to initiate contact.
- » **COG/PD/SL/F:** Create alternative methods children can use to initiate contact (e.g., a switch which says: "Call on me please," a quiet buzzer, holding up a foam hand or flag).
- » **HI/ADD:** Give each child a flag to raise if assistance is needed.
- » **SL/ADD:** Offer all children time to initiate in class. Watch that certain children do not monopolize speaking time, language time, snack time, etc.
- » **HI/ADD:** Placing a smiley face or visual cue on child's hand to remind them to raise hand.
- » **ADD:** Reinforce children who initiate or respond appropriately.
- » **HI/COG/ADD:** Post help signs or symbols around classroom, for children to use as needed.

Activities

- » **Themes:** Plan communication unit, with various ways for children to practice listening and asking for turns. Have children draw pictures of ways to ask for help.
- » **Games:** Mother, May I?
- » **Songs:** If You're Happy; Asking People
- » **Books:** What Do I Say? Some Kids Have Autism

Additional Ideas

#7

Classroom Rules

Replaces material; cleans up own activity area



Strategies

- » **COG/ADD:** Encourage children to put away their items as part of the classroom routine.
- » **COG/SL/ADD:** A place for all items should be clearly marked by an outline of the item, a color code, a picture of the item, a word label, etc. Later in the year, as possible, phase out use of pictures or colors, leaving word or symbol labels.
- » **VI/COG:** Use "funny cloths" to encourage clean up (old clothes with funny faces, animals, etc.) or use cleaning cloths that are fluorescent in color.
- » **COG/ADD:** Use a "Clean Workers" chart. Give a star for each clean activity area.
- » **HI/VI/ADD:** Use consistent signal to indicate that it is time to clean up (i.e., clean up song, finger play, etc.)
- » **ADD/F:** Provide children with their own place to put personal belongings (i.e., coat, backpack, cubby). Parents can have children help at home by putting away dishes, toys, etc.
- » **COG/ADD/F:** Reinforce good clean up by smiley face chart, verbal praise, etc.

Activities

- » **Themes:** Plan environmental clean-up unit, including cleaning of playground, classroom, park, etc. Provide every child with gloves (if desired), garbage bags. Have prize for child who collects the most items.
- » **Songs:** Clean Up
- » **Books:** The Very Messy Room; The Berenstain Bears and the Messy Room; A Children's Book About Being Messy; Just A Mess

Additional Ideas

#8

Classroom Rules

Stays in own space for activities



Strategies

- » **HI/VI/COG/ADD:** Use pictures, place mats, carpet squares or tape squares, or raised material such as rope/yarn to indicate individual work and play spaces. Emphasize this space is each child's special place to work and play.
- » **ADD:** Place a child who has difficulty sitting quietly sit beside the teacher. Teachers can provide physical or verbal cues to remind the child to sit quietly without interrupting the activity.
- » **PD/ADD:** Observe centers - Are they too close together? Is the place of activity well designated? Rearrange centers that are either too crowded or not frequently used.
- » **F:** At home, parents can assign certain areas of a room for an activity (i.e., same place/ chair at table for meals).
- » **PD/ADD:** Use adapted chairs as needed for additional support to stay in own space during activities, such as chairs with side and back support.

Activities

- » **Themes:** Implement a unit on animal habitats, teaching that animals also have spaces of their own. Use books and posters to illustrate the theme.
- » **Games:** Keep Off the Grass; Row Your Boat
- » **Books:** A Playhouse for Monster; Mine, Yours, Ours

Additional Ideas

#9

Classroom Rules

Stays in own space for activities



Strategies

- » **HI/VI/COG/PD/SL/ADD:** Design a buddy system where a peer is responsible to help their buddy follow class directions.
- » **HI/VI/ADD/F:** Make boundaries clear to the children. Walk the class along the border of the play area before releasing the group.
- » **HI/VI/ADD:** Take a tour of the building, pointing out rooms where children are allowed.
- » **COG/ADD:** Use a knotted rope, with each child holding a knot, when moving children between rooms or buildings, or on a field trip.
- » **VI:** Teach a buddy to be a sighted guide for a child with a visual impairment.
- » **COG/ADD:** On field trips or when the class is with other groups, color code the class with colored arm bands or t-shirts.
- » **SL/ADD:** Reinforce verbally when children stay with group: "I like the way (child's name) is walking with us. It's very important to walk together."
- » **HI/ADD:** Designate playground activities by color code (i.e., children wearing blue go to swing set).

Activities

- » **Themes:** Do a unit on animal habitats, teaching that animals also have and protect spaces of their own. Provide a variety of outdoor experiences (i.e., visit the zoo, historic places, malls, etc.) and teach the importance of staying with the group.
- » **Games:** Hide-N-Seek; Circle Chain; Direction Detection; relay races
- » **Songs:** "Duck, Duck, Goose"; Follow the Leader #1; Noah's Ark
- » **Books:** A Children's Book About Disobeying

Additional Ideas



**Instructional Strategies
& Activities**
Work Skills

#1

Work Skills

Refrains from disturbing the activity of others



Strategies

- » **HI/VI/COG/ADD:** Use pictures, place mats, carpet squares or tape squares, or raised material such as rope/yarn to indicate individual spaces. Emphasize this space is each child's special place to work.
- » **ADD/F:** Provide children with their own place to put personal belongings (i.e., coat, backpack, cubby). Parents can have children help at home by putting away dishes, toys, etc.
- » **ADD:** Discuss "hands to self" as one of the class rules.
- » **PD/ADD:** Initially space activities/centers far apart. Then gradually move the activities/centers closer together as children learn to stay in their own spaces.
- » **F:** Set aside time each day for children and family members to engage in an independent activity.
- » **HI/VI/ADD:** Use fluorescent colored tape or contrasting colored tape color of the carpet (e.g., if carpet is dark, use white tape) for children to line up on.
- » **COG/ADD/F:** Model good hands and then reinforce those who are doing it correctly.

Activities

- » **Themes:** Do a unit on animal habitats, teaching that animals also have and protect spaces of their own.
- » **Games:** Mother, May I? Red Light/Green Light; Row Your Boat
- » **Finger Plays:** Keep Off the Grass; Open Them, Shut Them
- » **Books:** A Children's Book About Being Rude; The Berenstain Bears and the Trouble with Friends; The Berenstain Bears Forget Their Manners

Additional Ideas

#2

Work Skills

Stops activity when given direction to "stop"



Strategies

- » **HI/COG/SL/ADD:** Use large red card or flag held up to signal end of activity, and large green card or flag to signal beginning of next activity. Let child who is following directions be the flag leader for the day.
- » **HI/COG/ADD:** Provide a shelf or tray with concrete objects related to specific activities and use as visual cues. For example, paper towel for hand-washing time, cup for snack time, car for toy time, etc. Allow child to get object out of the box at beginning of the activity. Signal end of activity by having child put object back in box.
- » **COG/SL/ADD/F:** Give reinforcement of verbal praise, hand bump, etc. when child follows directions to stop.
- » **HI/VI/COG/ADD:** Use consistent signal to indicate that it is time to change activities (i.e., blink lights, clap hands, sound bell).
- » **HI/COG/ADD/F:** Use visual charts to show daily schedule for next activity. Point to the picture of activity that is stopping and then to picture of next activity.

Activities

- » **Themes:** Plan an activity modeled after the Indianapolis 500. It can be done as a board game or gross motor activity. Stress "stop" by having the children refuel, change tires, change oil, have a wreck, etc.
Make a large size floor game with contact paper or masking tape using a format similar to Candyland. Let the child move based on red/green circles on the board: If green, they get another turn; if red, they stop.
- » **Games:** Red Light/Green Light; Musical Chairs; Head, Shoulders, Knees, and Toes; Mother, May I?; Row Your Boat; Parachute Games
- » **Songs:** The Freeze in We All Live Together, Vol.2; Stop and Go; Look at My World
- » **Books:** A Children's Book About Disobeying; Everybody Takes Turns; Me First

Additional Ideas

#3

Work Skills

Works independently on developmentally appropriate material



Strategies

- » **HI/VI/COG/SL/ADD:** Go through each activity step by step before asking the child to do it independently, making sure child understands the task/material. Use visual sequence cards for each step.
- » **COG/ADD:** Use a Learning Station approach. Arrange the materials in bins, folders, etc., to help with organization.
- » **ADD/F:** Give the child jobs to do at school or at home (i.e., set table, help with dishes, erase board).
- » **COG/ADD:** Use self-checking materials to reinforce independent task completion (i.e., puzzles, divided cards or shapes that form a picture when put together correctly, Montessori materials).
- » **PD/ADD:** Encourage use of technology that encourages independent, creative work, with adapted access as needed.
- » **PD/F:** Awareness of the environment is needed. Are all supplies available and within reach? Are provisions made for adapted materials as needed?
- » **COG/SL/ADD:** Use a timer with directions as follows: "Work on this activity until the timer goes off." Gradually increase the time as child is successful.

Activities

- » **Themes:** Plan units called "I Can," where children complete designated activities independently. The type of activities can support other activities being planned, such as pre-literacy, pre-math, or drawing activities that are designed so that the child finishes an activity independently.
- » **Games:** Red Light/Green Light
- » **Books:** All by Myself; We All Have Different Abilities

Additional Ideas

#4

Work Skills

Completes task when given developmentally appropriate material



Strategies

- » **COG/ADD/F:** Reinforce children when selected task is completed.
- » **COG/ADD:** Provide sufficient time for children to complete the task.
- » **COG/ADD:** Provide reinforcement for each completed step (i.e., dressing to go outside, getting ready for snack, getting ready for bed/bath).
- » **COG/SL/ADD:** Provide activities that require completion of 2 or 3 steps before reinforcement is received (i.e., following recipe).
- » **COG/ADD:** Begin with simple, short-term activities which can be completed successfully; do not expect new activities to be completed independently.
- » **COG/PD/ADD:** Allow the child to choose the location for the activity, and as appropriate, provide some choice in the materials.
- » **HI/VI/COG/ADD:** Discuss steps for an activity with the child, giving physical cues, pictures, symbols, or materials to use in order

Activities

- » **Themes:** Plan units called "I Can," where children complete designated activities independently. The type of activities can support other activities being planned, such as pre-literacy, pre-math, or drawing activities that are designed so that the child finishes an activity independently.
- » **Games:** Ladder Game (child's name goes on the next rung of the ladder each time child completes a task); Follow the Leader #2; Mother, May I? Move with Sound or Symbol
- » **Books:** All by Myself; We All Have Different Abilities

Additional Ideas

#5

Work Skills

Follows simple directions related to task



Strategies

- » **HI/VI/COG/ADD:** Illustrate each step of a task by using simple pictures, line drawings, or raised line drawings. Display pictures while giving verbal directions (i.e., illustrate steps of a simple recipe, cleaning activity, etc.).
- » **COG/SL/ADD/F:** Use one-step commands, then gradually add two, then three.
- » **COG/SL/ADD/F:** Ask children to repeat directions prior to initiating a task.
- » **COG/SL/ADD:** Use puppets to give directions; also use puppets to model the task.
- » **COG/ADD:** Display a sample of the finished product while encouraging children to make their own version.
- » **HI/COG/SL/ADD:** Demonstrate the activity with movements and picture cards while giving directions.
- » **HI/ADD:** Encourage eye contact before giving directions.
- » **HI/COG/SL/ADD:** Use signs/gestures with verbal directions.

Activities

- » **Themes:** Plan units called "I Can," where children complete designated activities independently, following first one-step, then two-step, then three-step directions. The type of activities can support other activities being planned, so that the child finishes an activity independently.
Conduct an activity where one child gives the first direction, then a second child adds another direction, and so forth.
- » **Games:** Grandmother's Suitcase; Grandfather's Store; Going on a Trip; Treasure Hunt; Mother, May I? Simon Says" (gradually increase the number of directions); Ladder Game (child's name goes on the next rung of the ladder each time child completes a task); Follow the Leader #2; Move with Sound or Symbol; Red Light/Green Light; Parachute Games
- » **Finger Plays:** Round and Round the Garden; Face to Face
- » **Songs:** Firehouse Song; Look at My World; Children's Games; Listen with Your Ears; Head, Shoulders, Knees, and Toes
- » **Books:** All by Myself

Additional Ideas

#6

Work Skills

Engages in developmentally appropriate activities



Strategies

- » **VI/COG/ADD:** Using a timer to indicate various work intervals, gradually increase time as child's attention span for appropriate activities increases.
- » **COG/ADD:** Begin with one minute of engaged activity. Increase time as appropriate for each child.
- » **ADD:** Use a simple bar graph and let the child color in the amount of time spent on a specific task. Keep graph for several days so child can see progress.
- » **HI/PD/SL/ADD:** Using music as a cue, have children engage in appropriate activity at a learning station. When the music stops, the children move to the next station and wait for music to begin. As appropriate, increase the length of intervals between activities.
- » **COG/ADD:** Reward effort in engaging in new activities or when increasing time of engagement.

Activities

- » **Themes:** Plan units around child's interests, such as Study Guides on balls, trains, or baby dolls. Gradually increase the time children spend in appropriate engagement, and in the variety of toys with which they engage.
- » **Games:** Ladder Game (child's name goes on the next rung of the ladder each time child completes appropriate task with engagement); Simon Says; Noah's Ark; Head, Shoulders, Knees, and Toes
- » **Songs:** Learning Basic Skills Through Music, Health, and Safety; If You're Happy
- » **Books:** I Know What I Like; Some Kids Have Autism; We All Have Different Abilities; Transportation in Many Cultures

Additional Ideas

#7

Work Skills

Waits until directions are completed to begin activity



Strategies

- » **HI/COG/SL/ADD:** Encourage children to maintain eye contact when the teacher is giving directions. The teacher needs to maintain eye contact with the children.
- » **COG/PD/ADD:** Use physical prompt as needed to help child wait and then start activity.
- » **VI/COG/SL/ADD:** Use consistent phrases to signal start of activity, such as "Hands up" and "Get ready, get set, go."
- » **HI/COG/SL/ADD:** Use large red card or flag held up to signal end of activity, and large green card or flag to signal beginning of next activity. Let child who is following directions be the flag leader for the day.
- » **COG/SL/ADD/F:** Give reinforcement of verbal praise, hand bump, etc. when child follows directions to begin.
- » **HI/COG/ADD:** Use visual charts to show daily schedule of activities. Point to the picture of activity that is starting. Ask child to do so as well.

Activities

- » **Themes:** Have a Following Directions Marble Party - Each day a marble is placed in a jar if everyone waits until directions are given. When jar is filled, a party is given. Conduct an activity where one child gives the first direction, then a second child adds another direction, and so forth.
- » **Games:** Duck, Duck, Goose; A Tisket, A Tasket; Drop the Handkerchief; Head, Shoulders, Knees, and Toes; Simon Says; Mother, May I? Red Light/Green Light; Parachute Games
- » **Songs:** The Freeze in We All Live Together Vol. 2; Put Your Hands in the Air in Learning Basic Skills through Music Vol. 1; Listen and Move in We All Live Together Vol. 2; Listen and Do in Learning Basic Skills Through Vocabulary; Row Your Boat
- » **Books:** A Children's Book About Disobeying; Everybody Takes Turns

Additional Ideas



Instructional Strategies & Activities

Communication Skills

#1

Communication Skills

Comes to adult when signaled



Strategies

- » **HI/COG/SL/ADD/F:** Use manual sign, symbol cards, and word to teach children to follow directions for come.
- » **COG/VI:** Call, sign, or show symbol to the child for the direction come, then physically lead/prompt the child to the speaker. Gradually decrease physical/verbal/gestural prompts.
- » **COG/PD/SL:** Use toys that come to the teacher or child when a switch is pushed.
- » **HI/VI/COG/PD/SL/ADD:** Use a "buddy system" to encourage direction-following. Call the children together to come and let the buddy help their peer.
- » **COG/SL/ADD/F:** Be specific when saying where you want the children to come. For example, say "come to the table next to the door."
- » **HI/COG/SL/ADD:** Use natural routines of the classroom to reinforce direction following:
 - Greeting/ entering the room: Have a teacher or assistant stationed at children's cubbies as they enter the room. After being greeted at the door, the other teacher tells each child to come to her and put up backpack, etc.
 - Snack: If snack time is conducted in two or three small groups, ask each teacher to call each child to come to her table or to come and wash hands, etc. each day.
 - Utilize natural opportunities at play time inside and outside to periodically call each child to come to the teacher to carry out tasks, join activities, etc.
 - Circle time: Let the children hang up their names on a chart each day. Direct each child to come and get their name.

Activities

- » **Themes:** Plan units and supplement existing units around communication and direction-following skills, including directions for safety and for fun. Some examples of directions include stop/go; fast/slow, up/down; use music and scarves for fun ways to practice these directions.
Use pretend play road signs for "stop" and "go" in pretend play or block center.
- » **Games:** Red Light/Green Light; Mother, May I?; Hide and Seek (Teacher hides and calls child's name to come; child must then find teacher); Musical Chairs; Move with Sound or Symbol
- » **Songs:** She'll be Coming Around the Mountain
- » **Books:** You Go Away; A Children's Book About Disobeying; Listen with Your Ears; Some Kids Use Wheelchairs; Some Kids Wear Leg Braces; Susan Laughs

Additional Ideas

#2

Communication Skills

Communicates own needs and preferences



Strategies

- » **HI/COG/SL/ADD/F:** Let children know it is okay to ask for help or say that they want something different.
- » **COG/SL:** Give children choices at every possible opportunity (shoes to wear, foods to eat, toys to play with, etc.).
- » **PD:** Let the class vote to select an activity, such as a motor game or a special treat.
- » **HI/VI/SL/F:** Do not anticipate children's wants and needs. Require them to make an expressive attempt, while not frustrating them with unrealistic expectations.
- » **HI/COG/SL:** Model communicating needs with dolls and puppets.
- » **HI/VI/COG/PD/SL/ADD:** Accept other forms of communication to indicate choices such as eye gaze, communication boards, gestures, signs, or smiles.
- » **HI/COG/PD/SL/ADD:** Use natural routines of the classroom for children to express needs:
 - Arriving in classroom: After hanging up backpack, offer children opportunity to choose which center to enter.
 - Snack: Let children make choices about food and drink. Have cups, napkins, foods available and visible and wait for the child to initiate request for these items. Provide smaller portions initially so children's requests for "more" can be honored.
 - Art: Let children select the media they will use, the project they wish to do, the subject of their work, etc.
 - Center time: Offer opportunity for children to choose next activity center when they finish at each center.
 - Kitchen: Play restaurant and let the children "order" what they would like for eat.
 - Pretend play: Let children select their clothing. Let them role play a trip to the mall where they tell each other what they want to buy, etc.

Activities

- » **Themes:** Plan units and supplement existing units around communication and asking for what children need. Include play with puppets and with video examples in each unit.
- » **Games:** Mother, May I? Follow the Leader #1
- » **Songs:** Asking People; All About Feelings; Getting to Know Myself
- » **Books:** I Know What I Like; Why Am I So Different? What Do I Say? About Me; Me First; Me Too; Sometimes I Like to Cry; Some Kids Have Autism; It's OK to be Different

Additional Ideas

#3

Communication Skills

Answers questions about self, family, name, address, age, birthday, parents' name



Strategies

- » **HI/VI/COG/PD/SL/ADD:** Each month let children draw pictures of themselves and include the above information, as dictated to the teacher. Collect the pictures throughout the year and give to families on Mother's/Father's Day.
- » **COG/SL/ADD:** Build these questions into daily routines of the classroom. Select one or two questions at a time.
- » **COG/CL:** See if children can respond to the questions receptively first. For example, "Whose name is Jesse? Whose sister is named Maria? Who lives at 100 Main Street? Who is 5 years old?"
- » **HI/COG/SL:** Use pictures paired with teaching identifying information as much as possible. Example: "Here is a picture of Jesse's family. Jesse, can you tell us the names of the people in your family?" This is a great opportunity for children to share in group time.
- » **HI/VI/COG/PD/SL/ADD/F:** Make a scrapbook about each child using simple drawings or photographs of child, family, house, etc. Send that scrapbook with child when moving or transitioning to a new school.
- » **HI/VI/COG/PD/SL/ADD:** Use natural activities & routines to teach identifying information:
 - Circle time: Ask each child to introduce themselves each day. Gradually ask them to tell a bit more about themselves (i.e., age, family members, etc.).
 - Art: Have children make pictures of their families, themselves, their house, etc.; practice having them answer identifying information questions.

Activities Like

- » **Themes:** Develop weekly themes based on child identifying information (i.e., a week about me, about my family, about my house, etc.). Use house numbers as place cards at meals. Display posters of children and their families around the classroom, as well as posters of diverse families from across the world.
- » **Games:** Play games that include child identification questions, such as have all four-year-olds stand up, have all children with a sister clap their hands, etc.
- » **Songs:** Hello, how are you? What's Your Name? Listen with Your Ears; We All Live Together; I'm a Very Special Person
- » **Books:** We All Share; Week at Grandma's; About Me; What We Wear: Dressing Up Around the World; Dim Sum for Everyone! We All Have Different Abilities Susan Laughs; The Family Book; The Colors of Us; It's OK to be Different

Additional Ideas

#4

Communication Skills

Attends to peer or adult who is talking to a group



Strategies

- » **HI/COG/SL/ADD:** During circle time or other activity, use picture/objects to get child's attention on the speaker; gradually use fewer visual stimuli and more verbal stimuli.
- » **VI/COG/SL/ADD:** Verbally reinforce children who are attending. When you gain a child's attention, provide reinforcement.
- » **COG/SL/ADD:** Wait for good attending before continuing activities.
- » **HI/VI/COG/PD/SL/ADD:** Have sharing time during circle; let a child stand or sit in the middle of the circle. Tell the class they need to look and listen to the child in the circle.
- » **COG/SL/ADD:** Before beginning large group activities, use certain cue words or phrases to alert children to the speaker. For example, "OK; turn on eyes, turn on ears, ready."
- » **VI:** Record various sounds around the building; have children identify area of the building by the sound.
- » **VI/COG/SL/ADD/F:** Record various people including family members; have children identify speaker.
- » **HI/VI/COG/PD/SL/ADD:** Use natural routines/activities to increase attending to speaker:
 - Entering classroom: Greet each child individually, to encourage focus on speaker and response to your greeting. Vary teacher and location of teacher who greets each child from time to time.
 - Art: Use various sensory aspects and adapted tools (built-up handles on paint brushes, easy-to-grip playdough tools) to focus children's attention on the task, especially for children who need more than auditory or verbal input to attend. Remember that smell and touch are very good alerting senses.
 - Snack: Have a snack in small groups. Call each child to a small table when time for a snack.

Activities

- » **Themes:** Plan units on listening for and identifying natural sounds. For example, have children learn about animals and their sounds; birds and their sounds; fish and their sounds. Take field trips and walks outside to hear animal noises. Plan units on listening for a variety of environmental sounds, such as city sounds, country sounds, children's sounds, vehicle sounds.
- » **Games:** Treasure Hunt; Move with Sound or Symbol; Musical Chairs; Parachute Games; Play Look N' Listen: have sounds come from various areas in the room; children listen and tell from where the sound is coming and what it is; Play a game in which you assign half the group red cards and the other half blue cards; give directions to each group. (Reds stand up, Blues touch your nose); Play listening game: All those wearing glasses, stand up; all those who have red hair, stand up; until all children are standing/sitting/hopping, etc.
- » **Finger Plays:** Face to Face
- » **Songs:** Listen with Your Ears; Play Your Instruments and Make a Pretty Sound

Additional Ideas



Instructional Strategies & Activities

Social Behavior Skills

#1

Social Behavior Skills

Responds positively to social recognition and reinforcement



Strategies

- » **COG/ADD:** Conduct reinforcement preference tests to determine motivating reinforcers (present selection of treats or activities and see which child selects most often; repeat several times with different treats and on different days)
- » **ADD:** Model socially desired responses.
- » **COG/ADD:** Provide appropriate peer models and reinforce that child for social interactions.
- » **COG/ADD:** Gradually fade tangible reinforcers and replace with social reinforcers.
- » **COG/ADD:** Encourage peers to be persistent when attempting to interact with a less engaged child.
- » **COG/SL/ADD:** Encourage and reinforce peers to waive, initiate conversation, and interact with the child.
- » **COG/ADD/F:** Ask an especially social child to be another child's buddy and arrange time and opportunities for them to play together.
- » **COG/SL/ADD/F:** Include social toys in the environment. These might include dramatic play clothes, games, puppets, lotto games, telephones, wagons, etc.

Activities

- » **Themes:** Plan units on positive social interactions, such as Be A Good Friend, Praise your Friends, Let's Be Friends, and so forth.
- » **Games:** Audioball; Circle Chain; lotto games
- » **Songs:** Getting to Know Myself; I Like Myself; We All Live Together; If You're Happy
- » **Books:** Bialosky's Best Behavior; Everybody Takes Turns; Sometimes I'm Afraid; The Berenstain Bears and the Trouble with Friends

Additional Ideas

#2

Social Behavior Skills

Modifies behavior when provided with verbal direction



Strategies

- » **VI/COG/SL/ADD:** Demonstrate desired behaviors with puppets and verbal directions.
- » **HI/SL/F:** Look directly at the child so he/she can see your mouth. Speak distinctly.
- » **HI/VI/SL/ADD:** Gently touch the child's arm before you begin speaking.
- » **HI/VI/COG/SL/ADD:** Some children have difficulty processing verbal input. Be ready to modify with visual/gestural cues, musicality in your voice, use peer models, and simplify language as needed.
- » **HI/VI/COG/SL/AD:** Use touch cues to give extra information about what you want child to do. For example, touch under his/ her arm to indicate "stand up." Pair touch cues with verbal directions.
- » **HI/COG/SL/ADD:** For children who needed physical/gestural/pictorial prompts to follow directions, fade or decrease the use of other prompts as the child is able. For example, if child needs visual schedule and verbal reminder to move to next activity, when possible, use verbal direction only to see if child will follow the direction.

Activities

- » **Themes:** Plan units of various kinds of communication, with materials to illustrate in various learning centers. For example, plan a unit on sign language and have sign language books in book area, display sign language words as labels throughout room, and have each child's name tag spelled with the manual alphabet.
- » **Games:** Simon Says; Follow the Leader; Audioball; Red Light/Green Light; Move with Sound or Symbol; Mother, May I? Circle Chain; Parachute Games
- » **Songs:** If You're Happy; The Hokey Pokey Album; Put Your Finger in the Air
- » **Books:** Everybody Takes Turns; Me First; The Berenstain Bears Forget Their Manners

Additional Ideas

#3

Social Behavior Skills

Follows school rules



Strategies

- » **COG/SL/ADD:** Role play school rules during large and small group activities.
- » **ADD:** Have children make a paper chain. Each day that the child follows the rules, they add a link to the chain.
- » **HI/COG/SL/ADD:** Remember to simplify language, repeat as often as necessary, using gestural or picture cues to help children learn and remember school rules.
- » **HI/VI/COG/PD/SL/ADD:** Use peer modeling and a buddy system for following school rules.
- » **HI/COG/SL/ADD:** Post school rules, using simple illustrations of each rule.
- » **VI/COG/SL/ADD:** Sing simple versions of the school rules to help cue children.

Activities

- » **Themes:** Develop units on school rules explaining the rules and telling the reasons for rules. Include related materials in learning centers, such as pictures of walking feet and slow-moving wheelchairs for indoor activities, and pictures of running feet and fast wheelchairs at door to outside.
- » **Games:** Musical Textures; Sweet 16; Audioball; Follow the Leader #1 and #2; Mother, May I? Simon Says; Make a game board called "Play School:" draw illustrated cards for different school rules and have children call out the rule for each card they draw. A child moves forward, with game pieces such as cars or people, if they name the rule.
- » **Songs:** Listen with Your Ears; Put Your Finger in the Air; Clean up song
- » **Books:** A Children's Book About Disobeying; Everybody Takes Turns

Additional Ideas

#4

Social Behavior Skills

Separates from parents and accepts school personnel



Strategies

- » **ADD:** Provide the child who has trouble separating from parents a friend.
- » **HI/COG/ADD/F:** Allow the child to observe or visit the classroom prior to actual enrollment.
- » **ADD:** Each day give a star to the child who doesn't cry and goes into the classroom without crying. A prize is given when a specified number of stars are earned.
- » **F:** Encourage parent(s) to use baby-sitters in the home and outside of the home.
- » **F:** Encourage parent(s) to get the child involved in an activity upon entrance to the classroom, say good-bye and leave quickly. Sneaking out should be discouraged.
- » **F:** Have teacher make home visit to visit child and read "Spot Goes to School," taking a picture of the child for display at school.
- » **F:** Parent(s) can leave with the child a picture of themselves, articles of clothing, or jewelry for comfort.
- » **F:** Show a picture of last year's children to the new child, with parental consent.

Activities

- » **Themes:** Plan units on the various roles of adults, in work and in play. Accompany with related books, posters, and classroom materials (for example: fire fighters, teachers, etc.) Plan units on how to recognize strangers and trusted persons. Include examples of trusted persons, and how to respond to strangers.
- » **Games:** Mother, May I?
- » **Songs:** All About Feelings
- » **Books:** You Go Away; All by Myself; Week at Grandma's; The Bernstein Bears and the Sitter; A Children's Book About Throwing Tantrums; Amanda's First Day of School; Don't Hurt Me Mama; Who Is A Stranger and What Should I Do?

Additional Ideas

#5

Social Behavior Skills

Interacts cooperatively with others



Strategies

- » **HI/VI/COG/SL/ADD:** Provide time for sharing and listening to friends during morning circle, story time, or free play.
- » **COG/LD/ADD:** Provide appropriate role models as play partners. Pair more sophisticated play partners with children who are learning play strategies.
- » **HI/VI/COG/PD/SL/ADD:** Structure activities for pairs of children with specific roles for each child. Encourage participation by all children in a variety of ways. Explain directions clearly and use visual signals as needed.
- » **COG/ADD:** Have duplicates of favorite toys in room to encourage associative and cooperative play with the same materials.
- » **COG/SL/ADD:** Use peer models and a buddy system to assist children learn to play cooperatively.
- » **ADD:** Provide activities and games that require two children to complete together.
- » **HI/COG/SL/ADD:** Post rules for centers and activities that show children playing together.
- » **HI/COG/SL/ADD:** Display posters that show a variety of children playing together.

Activities

- » **Themes:** Plan themes around cooperative play and cooperative efforts to accomplish a goal. For example, plan a playground clean-up day with some children picking up trash in small bags, while other children take those bags and put them in a central trash can.
- » **Games:** Musical Chairs; Circle Chain; Follow the Leader #1 and #2; Hop Sock; Red Light/Green Light; Play a variation of musical chairs, using pairs of children, rather than individual children, to share each chair. Play with floor-size games that require multiple players (i.e., Twister); Row Your Boat; Parachute Games
- » **Songs:** Cowboy/Cowgirl Dance; In Look at My World; Play Your Instruments and Make a Pretty Sound; We All Live Together
- » **Chants:** Miss Mary Mack
- » **Books:** A Children's Book About Being Selfish; A Children's Book About Throwing Tantrums; Mine, Yours, Ours; Some Kids Have Autism

Additional Ideas

#6

Social Behavior Skills

Respects others and their property



Strategies

- » **ADD:** During circle time, discuss each person's belongings. Establish the importance of each child's own property.
- » **ADD:** Provide a special place for each child's own toys/belongings.
- » **HI/COG/SL/ADD:** Place the child's name, sign language first letter of name, and picture on cubbies for personal items (i.e., coats).
- » **COG/SL/F:** Have a special day for show and tell or dress up day. Have each child bring a special toy or dress-up clothing to show and tell.
- » **COG/ADD:** Encourage children to share their toys/belongings, but do not force sharing.
- » **VI/ADD:** Use bright colors on edges of cubbies to help children identify which one is theirs.

Activities

- » **Themes:** Plan units on personal belongings: clarify what is "mine, yours, or ours." Use pictures, games, and materials to illustrate this theme.
- » **Games:** Circle Chain; Follow the Leader #1 and #2; Keep Off the Grass; Mother, May I?
- » **Songs:** We All Live Together
- » **Books:** Mine, Yours, Ours; The Children's Book About Stealing; The Children's Book About Being Destructive; The Children's Book About Snooping; A Children's Book About Being Rude; The Berenstain Bears and Trouble with Friends; Everybody Takes Turns; My Body Is Private; You Go Away; What We Wear: Dressing Up Around the World; It's OK to be Different

Additional Ideas

#7

Social Behavior Skills

Expresses emotions and feelings appropriately



Strategies

- » **SL/ADD:** During circle time, talk about feelings and emotions. Help the children understand that it is okay to have many different feelings and emotions.
- » **HI/COG/SL/ADD:** Help children name their feelings. For example, when a child is frustrated at not being able to share, say: "I see you are frustrated. What can we do?"
- » **HI/VI/COG/SL/ADD:** Demonstrate different emotions and acceptable ways to show feelings. Role play using facial expressions and/or body language. Use visual and auditory cues to aid demonstrations (i.e., pictures and music).
- » **COG/SL:** Assess children's developmental levels and language skills to determine how much assistance they may need to identify and express their feelings.
- » **HI/SL/ADD:** Rename acceptable ways to show feelings; for example: "We keep hands to self."
- » **HI/COG/PD/SL/ADD/F:** Display picture boards with face symbols to show children's feelings. Have feeling faces on cards, that children can touch to identify their feeling.

Activities

- » **Themes:** Plan units on feelings, with songs, books, and games that encourage positive expression of feelings.
- » **Games:** Circle Chain to teach acceptable behaviors; Follow the Leader
- » **Songs:** All About Feelings; Feelings and What People Do in Getting to Know Myself
- » **Books:** Feelings, What Do They Mean? (sets 1 and 2); No More Bad Feelings; I Was So Mad; Sometimes I'm Afraid; Sometimes I Like to Cry; What Does It Mean to Be Sad? What Does It Mean to Be Frustrated? It's OK to be Different

Additional Ideas

#8

Social Behavior Skills

Exhibits self-control regarding aggressive behavior to self/others (hitting, biting, language)



Strategies

- » **HI/SL/ADD:** Provide acceptable places or objects for venting anger or frustration (i.e., a pillow to punch, a stump for pounding nails, punching bag).
- » **HI/COG/ADD:** Redirect inappropriate or self-abusive behaviors.
- » **HI/COG/ADD:** Praise appropriate behaviors.
- » **HI/VI/COG/SL/ADD:** Use touch (light hand on heart) and visual (finger to lips) cues to redirect behavior.
- » **COG/ADD:** Use highly structured activities to decrease the opportunities for aggressive behavior.
- » **VI/ADD:** Some children are especially sensitive to touch and do not know how to deal with other people touching them, even accidentally. Consider this when a child appears to be aggressive with other children.
- » **HI/VI/COG/SL/ADD:** Consider that children may act out when they are confused by the language or directions given, if they have difficulty processing language. Use multiple modalities to give directions, including verbal, gestural, symbolic, and so forth.

Activities

- » **Themes:** Plan units on positive behavioral examples, to help children express feelings in acceptable ways. Include videos, books, and songs that allow expression of feelings in fun ways.
- » **Games:** Circle Chain to teach acceptable behaviors
- » **Songs:** All About Feelings; Feelings and What People Do in Getting to Know Myself
- » **Books:** A Children's Book About Fighting; A Children's Book About Being Bullied; The Berenstain Bears Get into A Fight; Feelings, What Do They Mean? (set 1 and 2); No More Bad Feelings; I Was So Mad; Sometimes I'm Afraid; Sometimes I Like to Cry; What Does It Mean to Be Sad? What Does It Mean to Be Frustrated? Some Kids Have Autism

Additional Ideas

#9

Social Behavior Skills

Defends self appropriately



Strategies

- » **HI/VI/COG/SL/ADD:** Teach children that it is okay to say "No." Be sure each child has a way to say "no" by verbal, gestural, or symbolic ways.
- » **HI/COG/SL/ADD:** Use puppets to demonstrate situations. Then set up situations where children have to role play (i.e., two children are playing and one takes a toy from the other child, redirect child to say, "No, that is mine").
- » **HI/VI/COG/PD/SL/ADD/F:** Teach children to call 911.
- » **HI/VI/COG/SL/ADD:** Invite police and fire officers to visit class and encourage children to say "no" to strangers.
- » **HI/VI/COG/PD/SL/ADD/F:** Discuss what to do when an adult is not available to help. Encourage a variety of ways of getting help.
- » **COG/SL/ADD:** Allow children to solve disagreements with peers. Give children a chance to defend themselves safely or to reach a compromise before intervening.

Activities

- » **Themes:** Plan units around karate and other means of self-defense. Teach children simple actions to protect their bodies.
Plan units on community helpers who assist when we need it, such as police, fire, and safety officers.
- » **Games:** Circle Chain to teach acceptable protective behaviors
- » **Songs:** All About Feelings; Feelings and What People Do in Getting to Know Myself
- » **Books:** Who Is A Stranger and What Should I Do? My Body is Private; Don't Hurt Me Mama; The Berenstain Bears Learn About Strangers; A Children's Book About Being Bullied; A Children's Book About Fighting; The Berenstain Bears Get into A Fight; Feelings, What Do They Mean? (sets 1 and 2); No More Bad Feelings; I Was So Mad; Sometimes I'm Afraid; What Does It Mean to Be Frustrated

Additional Ideas

#10

Social Behavior Skills

Is willing to try new activities and skills



Strategies

- » **HI/VI/COG/PD/SL/ADD:** Design a buddy system where a peer is responsible to help their buddy follow class directions.
- » **COG/SL/ADD/F:** Encourage children to try new, fun experiences. Introduce new foods, cultures, etc. Demonstrate each activity before asking children to participate.
- » **COG/SL/ADD:** Introduce new things during group activities. Encourage children to bring new and different things for "Show and Tell."
- » **COG/SL/ADD/F:** Model enjoyment with new activities.
- » **HI/COG/SL/ADD:** Use puppets to demonstrate enjoyment in new situations.
- » **HI/VI/COG/PD/SL/ADD/F:** Allow children to participate in new activities to the extent they can do so comfortably; do not force children to engage in activities in which they are afraid or disoriented. Watch their behaviors for clues as to their comfort level (flushing, tears, backing away).

Activities

- » **Themes:** Plan a unit using dance moves: Pretend you're a tree growing, an animal swimming, and so forth. Let each child who is willing demonstrate a new activity to the class.
- » **Games:** Follow the Leader #1 and #2; Imitation; Noah's Ark with new actions
- » **Songs:** Feelin' Free
- » **Books:** About Me' Free to Be You and Me; Tomorrow You Can; Nick Joins In; Me First; Me Too

Additional Ideas

#11

Social Behavior Skills

Waits to take turns and shares



Strategies

- » **ADD:** Draw names from a hat or use helper charts to allow each child a turn.
- » **HI/VI/COG/SL/ADD:** Assess if the child understands the terms used. Modeling might be necessary if terms are not understood by the child.
- » **HI/COG/SL/ADD:** Use "traffic lights" to signal each individual's turn.
- » **COG/ADD:** Set up store; have children wait their turn to buy food or items.
- » **F:** At home, have children take turns walking the dog, putting away dishes, or turning off lights.
- » **HI/VI/COG/SL/ADD/F:** Reinforce any observed sharing. Reinforce peers for sharing of items.
- » **COG/SL/ADD:** Model appropriate ways to communicate with others, showing that it is preferred to ask to share something rather than using other methods.
- » **ADD:** Establish time limits in play for children for whom sharing is challenging. For example, "Throw the ball two more times, then it is Joe's turn" or "Let's count to three, then it is Ann's turn."

Activities

- » **Themes:** Teach simple dances where turns are taken, such as "Virginia Reel." Plan units that use sharing of materials as part of the activities and games.
- » **Games:** Duck, Duck, Goose; Hop Sock; Hot Potato; commercial games for young children that involve turn taking; Row Your Boat
- » **Finger Plays:** Round and Round the Garden
- » **Songs:** Listen with Your Ears; The Hokey Pokey Album
- » **Books:** Mine, Yours, Ours; Fox and Heggie; Everybody Takes Turns; A Playhouse for Monster; We All Share; A Children's Book About Being Selfish; Me First; The Berenstain Bears Forget Their Manners; Parachute Games

Additional Ideas

#12

Social Behavior Skills

Uses imitative behavior appropriately



Strategies

- » **HI/COG:** Use puppets to demonstrate imitative behavior.
- » **HI/COG/PD/SL/ADD:** Practice mirrored movement in pairs: Two children face each other, one child leads with movement, the other acts as a "mirror." Use a variety of movements that all children can do.
- » **HI/COG:** Use dance routines that encourage children to imitate.
- » **HI/VI/COG/PD/SL/ADD:** Use the buddy system to allow children to have a role model to assist children in following directions and imitating positive behaviors.
- » **HI/COG/SL/ADD/F:** Read from books and encourage children to imitate the actions seen or read in the book (for example, have children imitate raising hands when that action is mentioned in book).

Activities

- » **Themes:** Plan units in which children identify and imitate the behavior of animals, such as rabbits hopping, snakes slithering, fish swimming; include animal habitats and pictures in learning centers.
- » **Games:** Follow the Leader #1 and #2; Imitation;" play Circle Chain with animal motions; Farmer in the Dell; Noah's Ark; Row Your Boat; and of course, Simon Says!
- » **Finger Plays:** Round and Round the Garden varying motions to imitate; Open Them, Shut Them; Face to Face
- » **Songs:** The Hokey Pokey Album; She'll be coming around the mountain
- » **Books:** Everybody Takes Turns

Additional Ideas

Additional Ideas



Instructional Strategies & Activities

Self Management Skills

#1

Self Management Skills

Eats lunch or snack with minimal assistance



Strategies

- » **HI/VI/COG/PD/SL/ADD:** Use the buddy system to model appropriate eating skills.
- » **COG/PD/ADD:** Practice going through a line to get food, starting with maximal assistance and gradually fading assistance.
- » **VI/COG/PD/ADD:** Provide children the opportunity to carry items on a tray, clean up place mats, throw trash in basket, return tray to kitchen, etc.
- » **PD:** Provide choices that require finger feeding, cutting with a knife, scooping with a spoon, using a fork.
- » **COG/PD:** Practice opening milk cartons, thermos lids, straw wrappers, etc.
- » **HI/COG/ADD/F:** Use place mats to help children be organized. Initially, draw dishes and utensils on the place mats for proper placement.
- » **PD/F:** When appropriate, use adaptive equipment to increase independence in self-care tasks.

Activities

- » **Themes:** Plan units such as "I Can!" where children take care of their own needs, for meals, naps, dressing, etc. Display pictures of diverse children taking care of their own needs around the room.
- » **Games:** Follow the Yellow Brick Road through the cafeteria line; Mother, May I? with cafeteria skills
- » **Songs:** Clean Up
- » **Books:** The Berenstain Bears Forget Their Manners; A Children's Book About Being Messy; Dim Sum for Everyone! Bread, Bread, Bread

Additional Ideas

#2

Self Management Skills

Is aware of/attends to appearance (keeps nose clean, adjusts clothing)



Strategies

- » **HI/VI/COG/PD/SL/ADD/F:** Discuss and model use of hand washing, napkins, etc.
- » **HI/COG/ADD/F:** Check each child in front of the mirror each morning. Discuss the child's appearance. To add variety, play beauty parlor.
- » **HI/COG/PD/ADD:** Place posters demonstrating good hygiene at appropriate places (i.e., "washing hands" above sink).
- » **ADD:** Include non-breakable mirrors in dramatic play area.
- » **HI/COG:** Use dolls and puppets to demonstrate appropriate appearance.
- » **HI/VI/COG/PD/SL/ADD/F:** Wash hands before snack, after toileting, etc.
- » **HI/VI/COG/PD/SL/ADD/F:** Take field trips to barber's or hairdresser's shops

Activities

- » **Themes:** Plan units such as "I Can!" where children attend to their own appearance, including appropriate ways of dressing. Display pictures and books of diverse children in varying types of clothing.
Plan units where children make potato animals with hair to groom: Cut one end off of a potato and hollow it out. Add available items for feet, arms. Fill inside with dirt and grass seed. When the grass grows tall, let children give them haircut.
Make Kleenex box art activity, using box for face and hole for nose, etc.
- » **Games:** Drop the Handkerchief; Sweet 16" and Simon Says played with dressing actions
- » **Songs:** Rock Around the Mulberry Bush in We All Live Together; Brush Your Teeth in Singable Songs for the Very Young; Clean Up
- » **Books:** How Do I Put It On? No Baths for Tabitha;" All by Myself; Jesse Bear, What Will You Wear? The Very Messy Room

Additional Ideas

#3

Self Management Skills

Locates and uses restroom



Strategies

- » **HI/VI/COG/PD/SL/ADD/F:** Teach the universal symbol, sign language word, and written words for accessible restrooms.
- » **HI/VI/COG/PD/SL/ADD/F:** During trips to the mall, grocery, etc. point out the signs for accessible restrooms.
- » **HI/VI/COG/PD/SL/ADD/F:** Demonstrate flushing the toilet and washing hands after using bathroom.
- » **VI:** Make pathways to appropriate restrooms using colored tape or footprints on floor.
- » **COG/SL/ADD:** Model/verbally prompt for flushing, washing hands, etc.
- » **PD:** Use restrooms that have child-sized toilets and sinks, with adaptations as necessary (faucets, grab bars, raised seat covers)

Activities

- » **Themes:** Plan units such as "I Can!" where children attend to their own restroom needs. Post a chart indicating successes in using the restroom independently.
- » **Games:** Follow the Yellow Brick Road to the restroom; Follow the Leader #2 including restroom as a destination on the board game.
- » **Songs:** Clean Up
- » **Books:** A Children's Book About Being Messy; The Very Messy Room; All by Myself; Let's Talk About Being Messy; My Body Is Private; No Baths for Tabitha; Some Kids Use Wheelchairs; Some Kids Wear Leg Braces

Additional Ideas

#4

Self Management Skills

Cares for bathroom needs



Strategies

- » **HI/COG/SL/F:** Teach manual signs and words for bathroom needs.
- » **COG/PD/F:** Teach dressing/undressing skills as appropriate for each child.
- » **COG:** Keep the bathroom clean, attractive, and pleasant with related poster re-minders.
- » **PD:** Provide appropriate size/height toilet or provide a step stool.
- » **HI/COG/SL/ADD:** Use posters that illustrate appropriate bathroom skills (i.e., picture of child flushing the toilet).
- » **HI/COG/SL/ADD:** Use dolls and puppets to demonstrate appropriate bathroom skills.
- » **PD/ADD:** For boys, use targets such as cheerios to eliminate wetting the toilet seat/floor.
- » **VI/COG/PD/ADD:** Use a portable, musical toilet to encourage elimination.
- » **COG/ADD/F:** Teach the child to raise and/or lower the toilet seat.

Activities

- » **Themes:** Plan units such as "I Can!" where children attend to their own bathroom needs. Post a chart indicating successes in using the bathroom independently.
- » **Games:** Follow the Yellow Brick Road to the restroom; Follow the Leader #2 including restroom as a destination on the board game.
- » **Songs:** Clean Up
- » **Books:** A Children's Book About Being Messy; The Very Messy Room; All by Myself; Let's Talk About Being Messy; My Body Is Private; No Baths for Tabitha; How Do I Put It On?

Additional Ideas

#5

Self Management Skills

Puts on/takes off outer clothing with minimal assistance



Strategies

- » **COG/PD/F:** Demonstrate basic self-help skills for outer wear to children. When appropriate, use peers as models.
- » **F:** Encourage parents to dress children in clothing that is easily removed as needed (i.e., slip-on shoes, loose coats and boots).
- » **COG/PD/ADD:** Place coat on floor with hood at child's feet. Have child put arms in sleeves and flip coat over their head.
- » **HI/COG/PD:** Use dolls and puppets with clothing to practice dressing skills.
- » **HI/COG/PD/SL:** Display posters with children in coats, hats, boots in diverse locations.
- » **COG/PD/SL/ADD:** Let children practice dress up skills at the Housekeeping Center (i.e., play "dress-up").

Activities

- » **Themes:** Plan units such as "I Can!" where children attend to their own dressing needs. Conduct relay races to let children practice dressing skills. For example, in a shirt race, each child is to put on a large shirt, run to the next child, who puts on a large shirt, and so on.
- » **Games:** Hop Sock; Shoe Jumble: let children remove one shoe and put it in the middle of the group. Have children find their own shoe and, if appropriate, put it on their foot. Follow the Yellow Brick Road to the playground; Follow the Leader #2 including playground as a destination on the board game; Simon Says with outer clothing items
- » **Songs:** Clean Up
- » **Books:** All by Myself; Jesse Bear, What Will You Wear? How Do I Put It On? What We Wear: Dressing Up Around the World

Additional Ideas

#6

Self Management Skills

Makes transition between classroom and transportation with minimal assistance



Strategies

- » **HI/VI/COG/SL/ADD:** Use verbal directions, manual signs, and pictures of car or bus and driver to signify it is time to leave.
- » **COG/PD/ADD:** Gradually increase the distance the child goes independently from the classroom to the bus or car.
- » **COG/ADD:** Use reinforcers for coming directly to the classroom from the bus or car.
- » **HI/VI/COG/PD/SL/ADD:** Use a buddy system where a peer helps their buddy follow the path to and from bus or car.
- » **PD:** When appropriate, use adaptive equipment to increase independence in moving from one location to another.
- » **HI/VI/COG/PD/SL/ADD:** Make pathways to classroom using footprints, wheelchairs paths, or bus images laminated on floor.

Activities

- » **Themes:** Implement unit on traffic safety, including pretend traffic signs, garages, and vehicles in block area, books on vehicles. Let children take turns being traffic director, bus driver, and so forth.
- » **Games:** "Follow the Leader #1 and #2;" "Follow the Yellow Brick Road;" "Mother, May I?" and "Simon Says" with directions related to going to bus or car.
- » **Songs:** "Listen with Your Ears;" "She'll be coming around the mountain;" with actions related to going to the bus or car.
- » **Books:** "Amanda's First Day of School;" "All by Myself;" "Sometimes I'm Afraid;" "Some Kids Use Wheelchairs;" "Some Kids Wear Leg Braces;" "Susan Laughs;" "Transportation in Many Cultures"

Additional Ideas

#7

Self Management Skills

Seeks out adult if hurt or cannot handle social situations



Strategies

- » **HI/VI/COG/PD/SL/ADD:** Teach safety units, include community helpers, basic first aid, etc.
- » **HI/VI/COG/PD/SL/ADD/F:** Teach appropriate manual signs and verbalizations children need to gain attention. Use in situations where children would need assistance.
- » **HI/VI/COG/PD/SL/ADD/F:** Teach children how and when to use 911 or the local emergency telephone number.
- » **HI/COG/SL/ADD:** Role play emergency situations with the class. Use puppets and dolls to portray appropriate responses.
- » **HI/VI/COG/PD/SL/ADD/F:** Use a buddy system where a peer helps their buddy find an adult to ask for assistance.
- » **COG/ADD/F:** Create a safe space in classroom or home where children can go when overwhelmed.

Activities

- » **Themes:** Implement unit on asking for help, including use of help signs/words/symbols, books on asking for help. Let children take turns being teacher and children in dramatic play area.
- » **Games:** Follow the Yellow Brick Road to locations such as the office or fire station to find an adult to ask for assistance; Mother, May I? with directions to ask for assistance.
- » **Songs:** Asking People; All About Feelings; Look at My World Firehouse Song
- » **Books:** Feelings, What Do They Mean? Harry and the Terrible Whatzit; I Was So Mad; Sometimes I'm Afraid; Sometimes I Like To Cry; What Do I Say? Some Kids Have Autism

Additional Ideas

#8

Self Management Skills

Is aware of obvious dangers and avoids them



Strategies

- » **HI/VI/COG/SL/ADD:** Through a safety unit, with visual and auditory cues, teach the concepts of "no touch," "no," "hurt," "hot/cold," "fast/slow." Pair with realistic examples (i.e., hot water, fast cars, etc.).
- » **HI/VI/COG/PD/SL/ADD/F:** Teach universal symbols, signs, and sounds for danger, such as red/green, stop, no, poison, don't walk/walk, fire alarms, etc.
- » **HI/VI/COG/PD/SL/ADD/F:** Point out dangers around home, school, and playground, using verbal, auditory, and symbolic signs.
- » **HI/COG/SL/ADD:** Use puppets and dolls to illustrate dangers.
- » **HI/VI/COG/SL/ADD:** Label "Mr. Yuk" items with "no" symbol in classroom. Discuss meaning of why they are dangerous.
- » **HI/VI/COG/PD/SL/ADD/F:** Discuss dangers while taking a walking field trip or around the neighborhood.
- » **HI/VI/COG/PD/SL/ADD:** Use pictures/ photos/stories for class discussion and start with, "I wonder what would happen if ..." Set up obstacles in the room or playground with dangerous situations exhibited and how to avoid them.
- » **HI/VI/COG/PD/SL/ADD/F:** Practice safety practices, including fire and tornado drills, crossing the street safely, so that children know what to expect. Give children advance notice of fire and tornado drills.

Activities

- » **Themes:** Implement unit on environmental safety, including pretend signs, fences, and people in block area, with books on safety. Let children take turns being police, fire fighters, and so forth in dramatic play area and during group times.
- » **Games:** Follow the Leader #1 and #2; Follow the Yellow Brick Road; Mother, May I?" with directions to watch for dangers.
- » **Songs:** Look at My World Firehouse Song; Listen with Your Ears; Asking People
- » **Books:** Sometimes I'm Afraid; Who Is A Stranger and What Should I Do?

Additional Ideas

#9

Self Management Skills

Locates own possessions & returns them to appropriate place



Strategies

- » **HI/VI/COG/PD/SL/ADD:** Provide each child with his own cubby/locker. Place the child's name and picture on each, with braille letters as needed..
- » **HI/COG/ADD:** Teach visual recognition of name. When the child enters the room, have child place sticker by their name on the chart. Sometimes unique stickers are needed for recognition.
- » **HI/COG/SL/ADD:** Code personal items using colors/pictures/animal stickers, etc.
- » **COG/SL/ADD/F:** Give each child the responsibility of putting up their own toys, coats, etc.
- » **COG/PD/ADD:** Place coat on floor with hood at child's feet. Have child put arms in sleeves and flip coat over their head.
- » **ADD:** Take turns assigning a child to be neatness monitor in the room.
- » **COG/SL/ADD:** Use Share Time to let children locate, talk about, and return their possessions to their designated area.

Activities

- » **Themes:** Implement a unit on animal habitats, teaching that animals have spaces of their own. Use books and posters to illustrate the theme through learning centers.
- » **Games:** Button, Button, Who's Got the Button? Peanut Hunt with objects hidden in the locations where they are expected to be kept.
- » **Songs:** Clean Up
- » **Books:** Let's Talk About Being Messy; The Berenstain Bears and the Messy Room; Just A Mess; A Children's Book About Being Messy

Additional Ideas

Summary

The skills in this Instructional Strategies (IS) manual correspond to the skills assessed through the HELS Checklist and Functional Assessment of Social and Behavioral Skills across five areas: classroom rules, work, communication, social behavior, and self-management skills. This manual provides a variety of functional ideas for increasing the independence of young children, with and without disabilities, in these skills areas as you plan to support their transition from preschool to school-aged programs.

We encourage the use of this manual to individualize instruction based on child and teacher needs. We also encourage users to add their ideas for facilitating skills in normal routines and activities in each area by using the space provided. We hope you find the information in this manual helpful as you support the transition of children in your classroom and program.

Appendix

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