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# LEARNING ACTIVITY

## Using What You Know to Support the Social Development of Infants and Toddlers With Disabilities

### Directions

- ❑ COMPLETE the third column of this chart to help you build on what you know about developing social skills. The first one is done for you as a sample.

|   | What You Know  | What's New   | What You Can Do   |
|---|--|--|---|
| 1 | Children need positive models of how they should behave.             | Children with disabilities may need repeated modeling and practice of acceptable behavior.                                 | <ul style="list-style-type: none"> <li>❑ Use dolls and puppets to teach children desired behaviors.</li> <li>❑ Read stories about how to behave in various age-appropriate situations.</li> <li>❑ Provide children with opportunities to rehearse social behaviors.</li> <li>❑ Praise children when they use behavior appropriate to the situation.</li> <li>❑ Provide children with scripts or "magic words" they can use to get their needs met in common social situations.</li> </ul> |
| 2 | Children develop more relationships as they become more independent. | Children with disabilities need to be as independent as possible; they need help to expand their relationships with peers. |   |

|   | What You Know   | What's New   | What You Can Do |
|---|---|--|-----------------|
| 3 | Children learn from watching other people.  | Children with disabilities learn age-appropriate behavior from their peers.  |                 |
| 4 | Teachers help children learn to relate socially by helping them respond to one another's attempts at interaction. | Children with disabilities are often more solitary than their peers. They need more support from teachers to initiate play activities. |                 |
| 5 | All children learn from adults.   | Teachers act as positive models when they respect individuals and diversity.   |                 |