

## Guided Notes for the Preschool Life Skills (PLS) Presentation

### What is PLS?

- Preschool Life Skills - a method of teaching critical early life and social skills to preschool children. The specific skills that make up PLS were chosen because they are the skills that are often taught to children following the development of \_\_\_\_\_. Within the Preschool Life Skills Curriculum, children are first taught the thirteen life skills as an entire class and then the skill instruction can be individualized for learners with different abilities.
- The 13 Preschool Life Skills:
  - \_\_\_\_\_ Skills
    - Responding to name
    - Following simple (single) instruction
    - Following multi-step instructions
  - Functional \_\_\_\_\_ Skills
    - Requesting help
    - Requesting adult or peer \_\_\_\_\_
    - Requesting materials from adult
    - Requesting materials from peer
  - \_\_\_\_\_ Skills
    - Tolerating delays from adults
    - Tolerating delays from peers
  - Friendship Skills
    - Saying “thank you”
    - Acknowledging/complimenting others
    - Offering & \_\_\_\_\_
    - Comforting others

### Why is PLS important?

- Teaching Preschool Life Skills as a preventative method has been seen to \_\_\_\_\_ student problem behavior by 70% and increase critical skills by 400% (Hanley, et al., 2007).

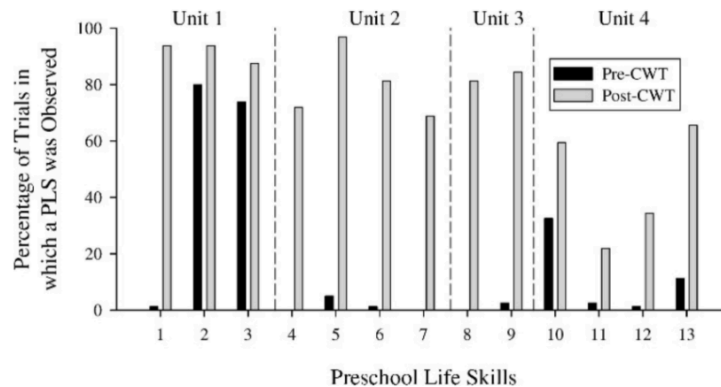


Figure 3. The percentage of situations in which each preschool life skill was observed both before (black bars) and after (gray bars) the classwide teaching program was implemented.

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- Teaching PLS to children with developmental \_\_\_\_\_:
  - Robinson et al., 2019:
    - “Overall, this instructional approach led to mastery of all life skills and reduction in errors of omission and commission for all nine participants.”
    - Class-wide instruction led to mastery in 76.4% of cases

### How do I Teach the Skills?

1. Introduce each PLS during circle time, model it, give opportunity to \_\_\_\_\_ individually with a teacher (given one chance to try again)
2. Provide more \_\_\_\_\_ to practice throughout the day and give feedback
  - a. Implementation goal of 10 teaching opportunities per child per evocative situation
3. Take about 2 days to teach each of the skills, and following teaching of all of the skills included in a given unit, conduct baseline probes over 4-day periods.
4. Identify two lowest performing skills for each child and do a “\_\_\_\_\_” to review
  - a. all skills should be revisited whenever possible throughout the booster teaching.