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|  **Building Positive Relationships** |
| Skills and Indicators | **consistently** | **occasionally** | **seldom** | **Target for Training** | **Supporting Evidence** |
| Develops meaningful relationships with children and families | 3 | 2 | 1 | YES | NO |  |
| Greets children on arrival; calls by name |  |  |  |  |  |
| Communicates with children at eye level |  |  |  |  |  |
| Verbally interacts with individual children during routines and activities |  |  |  |  |  |
| Participates in children’s play when appropriate |  |  |  |  |  |
| Speaks calmly to children |  |  |  |  |  |
| Attends to children in positive ways at times when the children are not engaging in challenging behavior |  |  |  |  |  |  |
| **Comments:** |
| **Building Positive Relationships** |
| Skills and Indicators | **consistently** | **occasionally** | **seldom** | **Target for Training** | Supporting Evidence |
| **2. Examines own attitudes toward challenging behavior** | 1 |  |  |  |  |  |
| Understands the relationship between children’s social emotional development and their behaviors |  |  |  |  |  |  |
| Understands that children’s behaviors are conveying some type of message |  |  |  |  |  |  |
| Understands there are many things that can be done to minimize challenging behaviors |  |  |  |  |  |  |
| Identifies what behaviors “push my buttons” |  |  |  |  |  |  |
| Develops strategies for dealing with situations when children’s behaviors “push my buttons” |  |  |  |  |  |  |
| Works together with a team to problem solve around issues related to challenging behaviors |  |  |  |  |  |  |
| **Comments:** |

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| **Designing Supportive Environments** |
| Skills and Indicators | **consistently** | **occasionally** | **seldom** | **Target for Training** | Supporting Evidence |
| **2. Examines personal, family, and cultural views of child’s challenging behavior** |  |  |  |  |  |  |
| Considers personal beliefs regarding the acceptability and unacceptability of specific types of child behavior |  |  |  |  |  |  |
| Considers personal beliefs regarding the causes of specific types of unacceptable child behavior |  |  |  |  |  |  |
| Acknowledges contrasting or conflicting beliefs held by others regarding acceptable and unacceptable types of child behavior |  |  |  |  |  |  |
| **Comments:** |
| **3. Examines own attitudes toward challenging behavior** | 1 |  |  |  |  |  |
| Understands the relationship between children’s social emotional development and challenging behaviors |  |  |  |  |  |  |
| Understands that children’s challenging behaviors are conveying some type of message |  |  |  |  |  |  |
| Understands there are many things that can be done to prevent challenging behaviors |  |  |  |  |  |  |
| Identifies what behaviors “push my buttons” |  |  |  |  |  |  |
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| **Comments:** |  |  |  |  |  |  |

 |
| Designs the physical environment |  |  |  |  |  |  |
|  Arranges traffic patterns in environment so there are no wide open running spaces |  |  |  |  |  |  |
| Removes obstacles that make it difficult for children with physical disabilities to move around the room |  |  |  |  |  |  |
| Clearly defines boundaries in play spaces |  |  |  |  |  |  |
| Arranges learning centers to allow room for multiple children |  |  |  |  |  |  |
| Provides a variety of materials in all learning spaces |  |  |  |  |  |  |
| Designs play spaces in the environment to allow room for multiple children to use |  |  |  |  |  |  |
| C**omments:** |

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| **Designing Supportive Environments** |
| Skills and Indicators | **consistently** | **occasionally** | **seldom** | **Target for Training** | Supporting Evidence |
| Develops schedules and routines |  |  |  |  |  |  |
| Designs schedule to minimize the number of transitions throughout the day |  |  |  |  |  |  |
| Implements routines consistently |  |  |  |  |  |  |
| Helps children learn about the schedule (uses visual or verbal cues) |  |  |  |  |  |  |
| Provides explanations when changes in the schedule are necessary |  |  |  |  |  |  |
| C**omments:** |
| Ensures smooth transitions |  |  |  |  |  |  |
| Structures transitions so children do not have to spend excessive time waiting  |  |  |  |  |  |  |
| Has expectations associated with transitions that are developmentally appropriate (i.e., children not required to line up) |  |  |  |  |  |  |
| Provides cues to children prior to transitions |  |  |  |  |  |  |
| Individualizes the cues prior to transitions |  |  |  |  |  |  |
| Makes adaptations and modifications to ensure that all children can be involved in a meaningful way in any activity |  |  |  |  |  |  |
| **Comments:** |

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| **Designing Supportive Environments** |
| Skills and Indicators | **consistently** | **occasionally** | **seldom** | **Target for Training** | Supporting Evidence |
| 1. **Utilizes effective environmental arrangements to encourage social interactions**
 |  |  |  |  |  |  |
| Considers peer placement during classroom activities |  |  |  |  |  |  |
| Develops adult/child and child/child interaction opportunities within classroom routines (i.e., diapering procedures, feeding, clean-up partner, snack set-up, etc.) |  |  |  |  |  |  |
| **Comments:** |

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| **Designing Supportive Environments** |
| Skills and Indicators | **consistently** | **occasionally** | **seldom** | **Target for Training** | Supporting Evidence |
| 1. **Designs activities to promote engagement**
 |  |  |  |  |  |  |
| Plans and offers group activities with specific goals in mind for individual children |  |  |  |  |  |  |
| Provides opportunities for children to be actively involved in small group activities |  |  |  |  |  |  |
| Observes children’s behavior and modifies plans when children lose interest in small group activities |  |  |  |  |  |  |
| Makes adaptations and modifications to ensure that all children can be involved in a meaningful way in any activity |  |  |  |  |  |  |
| **Comments:** |

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| **Designing Supportive Environments** |
| Skills and Indicators | **consistently** | **occasionally** | **seldom** | **Target for Training** | Supporting Evidence |
| Giving Directions |  |  |  |  |  |  |
| Gains child’s attention before giving directions |  |  |  |  |  |  |
| Minimizes the number of directions |  |  |  |  |  |  |
| Individualizes the way directions are given |  |  |  |  |  |  |
| Gives clear directions |  |  |  |  |  |  |
| Gives directions that are positive |  |  |  |  |  |  |
| Gives children time to respond to directions |  |  |  |  |  |  |
| Gives children choices and options when appropriate |  |  |  |  |  |  |
| **Comment:** |

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| --- | --- | --- | --- | --- | --- | --- |
| 1. **Has developmentally age appropriate expectations and enforces developmentally age appropriate behavior**
 |  |  |  |  |  |  |
| * Introduces developmentally appropriate expectations to children
 |  |  |  |  |  |  |
| * Teaches rules in developmentally appropriate ways
 |  |  |  |  |  |  |
| * Provides opportunities for children to practice expectations
 |  |  |  |  |  |  |
| * States expectations positively and specifically (avoids words "no" and "don't" as much as possible)
 |  |  |  |  |  |  |
| * Keeps rules to manageable number (3-6)
 |  |  |  |  |  |  |
| * Frequently reinforces children for appropriate behavior
 |  |  |  |  |  |  |
| * Enforces rules
 |  |  |  |  |  |  |
| * Uses positive feedback and encouragement contingent on appropriate behavior
 |  |  |  |  |  |  |
| * Provides descriptive feedback and encouragement
 |  |  |  |  |  |  |
| * Conveys enthusiasm while giving positive feedback and encouragement
 |  |  |  |  |  |  |
| * Uses positive feedback and encouragement contingent on child’s efforts
 |  |  |  |  |  |  |
| * Provides nonverbal cues of appreciation
 |  |  |  |  |  |  |
| * Recognizes that there are individual variations in what forms of acknowledgment are interpreted as positive by children
 |  |  |  |  |  |  |
| * Involves other adults in acknowledging children
 |  |  |  |  |  |  |
| * Models positive feedback and encouragement frequently
 |  |  |  |  |  |  |
| **Comments:**  |

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| --- |
| **Social Emotional Teaching Strategies** |
| Skills and Indicators | **consistently** | **occasionally** | **seldom** | **Target for Training** | Supporting Evidence |
| Interacts with children to develop their self-esteem |  |  |  |  |  |  |
| Involves in active listening with children |  |  |  |  |  |  |
| Avoids judgmental statements |  |  |  |  |  |  |
| Responds to children's ideas |  |  |  |  |  |  |
| Recognizes children's  |  |  |  |  |  |  |
| Shows empathy and acceptance of children's feelings efforts |  |  |  |  |  |  |
| **Comments:**  |
| 1. **Uses positive feedback and encouragement**
 |  |  |  |  |  |  |
| Uses positive feedback and encouragement contingent on appropriate behavior |  |  |  |  |  |  |
| Provides descriptive feedback and encouragement |  |  |  |  |  |  |
| Conveys enthusiasm while giving positive feedback and encouragement |  |  |  |  |  |  |
| Uses positive feedback and encouragement contingent on child’s efforts. |  |  |  |  |  |  |
| Provides nonverbal cues of appreciation |  |  |  |  |  |  |
| Recognizes that there are individual variations in what forms of acknowledgment are interpreted as positive by children |  |  |  |  |  |  |
| Involves other adults in acknowledging children |  |  |  |  |  |  |
| Models positive feedback and encouragement frequently |  |  |  |  |  |  |
| **Social Emotional Teaching Strategies** |
| 1. **Shows sensitivity to individual children's needs**
 |  |  |  |  |  |  |
| Respects and accommodates individual needs, personalities, and characteristics |  |  |  |  |  |  |
| Adapts and adjusts program accordingly (instruction, curriculum, materials, etc.) |  |  |  |  |  |  |
| Conveys acceptance of individual differences (culture, gender, sensory needs, language, abilities) through planning, material selection, and discussion of topics |  |  |  |  |  |  |
| **Comments:** |
| **Encourages autonomy** |  |  |  |  |  |  |
| Provides children with opportunities to make choices |  |  |  |  |  |  |
| Provides children time to respond and/or complete efforts/actions independently before offering assistance |  |  |  |  |  |  |
| Offers children strategies for self-regulating and/or self-monitoring behaviors |  |  |  |  |  |  |
| **Comments:** |

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| **Social Emotional Teaching Strategies** |
| Skills and Indicators | **consistently** | **occasionally** | **seldom** | **Target for Training** | Supporting Evidence |
| Capitalizes on the presence of typically developing peers |  |  |  |  |  |  |
| Utilizes peers as models of desirable social behavior by developing settings that enhance children’s mimicry and modeling of others |  |  |  |  |  |  |
| Encourages peer partners/buddies (i.e., hold hands during transitions, play partner, clean-up buddy, etc.) |  |  |  |  |  |  |
| **Comments:** |
| 1. **Uses prompting and reinforcement of positive interactions effectively**
 |  |  |  |  |  |  |
| Provides sincere, enthusiastic feedback to promote and maintain social interactions |  |  |  |  |  |  |
| Waits until interactions are finished before reinforcing; does not interrupt positive interactions |  |  |  |  |  |  |
| Models verbal and non-verbal communication strategies children can use to initiate and encourage interactions |  |  |  |  |  |  |
| Talks about “friends” and “playing with friends” |  |  |  |  |  |  |
| Facilitates interactions by supporting and suggesting play ideas |  |  |  |  |  |  |
| Ensures that interactions are mostly child-directed not teacher-directed during free play |  |  |  |  |  |  |
| **Comments:** |
| **Social Emotional Teaching Strategies** |
| Skills and Indicators | **consistently** | **occasionally** | **seldom** | **Target for Training** | Supporting Evidence |
| 1. **Promotes identification and labeling of emotions in self and others**
 |  |  |  |  |  |  |
| Uses validation, acknowledgment, mirroring back, labeling feelings, voice tones, or gestures to show an understanding of children’s feelings |  |  |  |  |  |  |
| Assists children in recognizing and understanding how a classmate might be feeling by pointing out facial expressions, voice tone, body language, or words |  |  |  |  |  |  |
| **Comments:** |

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| **Social Emotional Teaching Strategies** |
| Skills and Indicators | **consistently** | **occasionally** | **seldom** | **Target for Training** | Supporting Evidence |
| Explores the nature of feelings and the appropriate ways they can be expressed  |  |  |  |  |  |  |
| Teaches that all emotions are okay, but not all expressions are okay; offers alternative expressions when possible |  |  |  |  |  |  |
| Labels own emotional states and provides an action statement (i.e., I am feeling frustrated so I better take some deep breaths and calm down) |  |  |  |  |  |  |
| Uses opportunities to comment on occasions when children state they are feeling upset or angry but are remaining calm |  |  |  |  |  |  |
| **Comments:** |

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| **Social Emotional Teaching Strategies** |
| Skills and Indicators | **consistently** | **occasionally** | **seldom** | **Target for Training** | Supporting Evidence |
| 1. **Models appropriate expressions and labeling of their own emotions and self-regulation throughout the course of the day**
 |  |  |  |  |  |  |
| Labels positive feelings |  |  |  |  |  |  |
| Labels negative feelings paired with actions to regulate |  |  |  |  |  |  |
| **Comments:** |
| Promotes children’s individualized emotional regulation that will enhance positive social interactions within the classroom |  |  |  |  |  |  |
| Labels cues of emotional escalation for children |  |  |  |  |  |  |
| Helps children identify appropriate choices |  |  |  |  |  |  |
| Helps children try solutions until the situation is appropriately resolved |  |  |  |  |  |  |
| **Comments:** |
| **21. Creates a planned approach for problem solving processes within the classroom** |  |  |  |  |  |  |
| Individualizes the planned approach to the appropriate level of the child |  |  |  |  |  |  |
| Systematically teaches the problem solving steps:a What is my problem?b What are some solutions?c What would happen next? d Try out the solution. |  |  |  |  |  |  |
| "Problematizes" situations throughout the day to allow children opportunities to generate solutions |  |  |  |  |  |  |
| Takes time to support children through the problem solving process during heated moments |  |  |  |  |  |  |
| Comments on and reinforces children's problem solving efforts |  |  |  |  |  |  |
| **Comments:** |
| **22. Promotes children's individualized emotional regulation that will enhance positive social interactions within the classroom** |  |  |  |  |  |  |
| Helps children recognize cues of emotional escalation |  |  |  |  |  |  |
| Helps children identify appropriate choices |  |  |  |  |  |  |
| Helps children try solutions until the situation is appropriately resolved |  |  |  |  |  |  |
| Displays photographs of children working out situations |  |  |  |  |  |  |
| **Comments:** |
| 23. Develops and implements behavior support plan |  |  |  |  |  |  |
| Includes replacement skills |  |  |  |  |  |  |
| Includes prevention strategies |  |  |  |  |  |  |
| Includes new responses |  |  |  |  |  |  |
| **Comments:** |
|  **24. Teaches replacement skills** |  |  |  |  |  |  |
| Replacement skills are taught throughout the day |  |  |  |  |  |  |
| Replacement skills are taught when challenging behavior is not occurring |  |  |  |  |  |  |
| Consistently provides positive reinforcement for appropriate behavior |  |  |  |  |  |  |
| **Comments:** |
| **25. Monitors progress** |  |  |  |  |  |  |
| Measures and monitors changes in challenging behavior |  |  |  |  |  |  |
| Measures and monitors acquisition of replacement skills |  |  |  |  |  |  |
| Team meets periodically to review child progress, plan implementation, and to develop new support strategies |  |  |  |  |  |  |
| **Comments:** |
| **21. Creates a planned approach for problem solving processes within the classroom** |  |  |  |  |  |  |
| Individualizes the planned approach to the appropriate level of the child |  |  |  |  |  |  |
| Systematically teaches the problem solving steps:a What is my problem?b What are some solutions?c What would happen next? d Try out the solution. |  |  |  |  |  |  |
| "Problematizes" situations throughout the day to allow children opportunities to generate solutions |  |  |  |  |  |  |
| Takes time to support children through the problem solving process during heated moments |  |  |  |  |  |  |
| Comments on and reinforces children's problem solving efforts |  |  |  |  |  |  |
| **Comments:** |
| **22. Promotes children's individualized emotional regulation that will enhance positive social interactions within the classroom** |  |  |  |  |  |  |
| Helps children recognize cues of emotional escalation |  |  |  |  |  |  |
| Helps children identify appropriate choices |  |  |  |  |  |  |
| Helps children try solutions until the situation is appropriately resolved |  |  |  |  |  |  |
| Displays photographs of children working out situations |  |  |  |  |  |  |
| **Comments:** |
| 23. Develops and implements behavior support plan |  |  |  |  |  |  |
| Includes replacement skills |  |  |  |  |  |  |
| Includes prevention strategies |  |  |  |  |  |  |
| Includes new responses |  |  |  |  |  |  |
| **Comments:** |
|  **24. Teaches replacement skills** |  |  |  |  |  |  |
| Replacement skills are taught throughout the day |  |  |  |  |  |  |
| Replacement skills are taught when challenging behavior is not occurring |  |  |  |  |  |  |
| Consistently provides positive reinforcement for appropriate behavior |  |  |  |  |  |  |
| **Comments:** |
| **25. Monitors progress** |  |  |  |  |  |  |
| Measures and monitors changes in challenging behavior |  |  |  |  |  |  |
| Measures and monitors acquisition of replacement skills |  |  |  |  |  |  |
| Team meets periodically to review child progress, plan implementation, and to develop new support strategies |  |  |  |  |  |  |
| **Comments:** |