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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 |  |  |  |  |  |
| Shows respect, consideration, warmth to all children |  |  |  |  |  |
| Speaks calmly to children |  |  |  |  |  |
| Uses a variety of strategies for building relationships with all children |  |  |  |  |  |
| Attends to children in positive ways at times when the children are not engaging in challenging behavior |  |  |  |  |  |  |
| Uses a variety of strategies for building relationships with all families |  |  |  |  |  |  |
| Creates a classroom that is a place that children and families like to be (i.e., feel comfortable, welcome, and safe)  |  |  |  |  |  |  |
| **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 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” |  |  |  |  |  |  |
| 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 |
| Designs the physical environment |  |  |  |  |  |  |
| Arranges traffic patterns in classroom so there are no wide open spaces |  |  |  |  |  |  |
| Removes obstacles that make it difficult for children with physical disabilities to move around the room |  |  |  |  |  |  |
| Clearly defines boundaries in learning centers |  |  |  |  |  |  |
| Arranges learning centers to allow room for multiple children |  |  |  |  |  |  |
| Provides a variety of materials in all learning centers |  |  |  |  |  |  |
| Designs learning centers so that children spend time evenly across centers |  |  |  |  |  |  |
| Considers children's interests when deciding what to put in learning centers |  |  |  |  |  |  |
| Makes changes and additions to learning centers on a regular basis |  |  |  |  |  |  |
| Visually closes learning centers when they are not an option for 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 include a balance of large group and small group activities |  |  |  |  |  |  |
| Designs schedule to minimize the amount of time children spend making transitions between activities |  |  |  |  |  |  |
| Implements schedule consistently |  |  |  |  |  |  |
| Teaches children about the schedule |  |  |  |  |  |  |
| 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 with nothing to do |  |  |  |  |  |  |
| Teaches children the expectations associated with transitions |  |  |  |  |  |  |
| Provides warnings to children prior to transitions |  |  |  |  |  |  |
| Individualizes the warnings prior to transitions so that all children understand them |  |  |  |  |  |  |
| **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 conducts large group activities with specific goals in mind for the children |  |  |  |  |  |  |
| Varies the topics and activities in the large group from day to day |  |  |  |  |  |  |
| Provides opportunities for children to be actively involved in large group activities |  |  |  |  |  |  |
| Varies speech and intonation to maintain the children's interests in the large group activity |  |  |  |  |  |  |
| Monitors children's behavior and modifies plans when children lose interest in large group activities |  |  |  |  |  |  |
| Plans and conducts small group activities with specific goals in mind for each child |  |  |  |  |  |  |
| Plans and conducts fun small group activities |  |  |  |  |  |  |
| Uses peers as models during small group activities |  |  |  |  |  |  |
| Monitors children's behavior and modifies plans when children lose interest in small group activities |  |  |  |  |  |  |
| **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 |  |  |  |  |  |  |
| Follows through with positive acknowledgments of children’s behavior |  |  |  |  |  |  |
| **Comments:** |

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| **Designing Supportive Environments** |
| Skills and Indicators | **consistently** | **occasionally** | **seldom** | **Target for Training** | Supporting Evidence |
| 1. **Establishes and enforces clear rules, limits, and consequences for behavior**
 |  |  |  |  |  |  |
| * Identifies appropriate classroom rules with children
 |  |  |  |  |  |  |
| * Teaches rules in developmentally appropriate ways
 |  |  |  |  |  |  |
| * Provides opportunities for children to practice classroom rules
 |  |  |  |  |  |  |
| * States rules 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
 |  |  |  |  |  |  |
| * Identifies consequences for both following and not following rules
 |  |  |  |  |  |  |
| * Makes sure all adults in classroom know rules and consequences
 |  |  |  |  |  |  |
| Enforces rules and consequences consistently and fairly |  |  |  |  |  |  |
| **Comments:**  |

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| **Designing Supportive Environments** |
| Skills and Indicators | **consistently** | **occasionally** | **seldom** | **Target for Training** | Supporting Evidence |
| Engages in ongoing monitoring and positive attention |  |  |  |  |  |  |
| Gives children time and attention when engaging in appropriate behavior |  |  |  |  |  |  |
| Monitors adults’ interactions with children throughout the day |  |  |  |  |  |  |
| **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 |  |  |  |  |  |  |
| **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 |  |  |  |  |  |  |
| Demonstrates active listening with children |  |  |  |  |  |  |
| Avoids judgmental statements |  |  |  |  |  |  |
| Responds to children's ideas |  |  |  |  |  |  |
| Recognizes children's efforts |  |  |  |  |  |  |
| Shows empathy and acceptance of children's feelings |  |  |  |  |  |  |
| **Comments:** |
| **Comments:** |
| 1. **Encourages autonomy**
 |  |  |  |  |  |  |
| Provides children with opportunities to make choices |  |  |  |  |  |  |
| Allows children time to respond and/or complete task independently before offering assistance |  |  |  |  |  |  |
| Creates opportunities for decision making, problem solving, and working together |  |  |  |  |  |  |
| Teaches children strategies for self-regulating and/or self-monitoring behaviors |  |  |  |  |  |  |
| Teaches children strategies for self-regulating and/or self-monitoring behaviors |  |  |  |  |  |  |
| **Comments:** |
| **Social Emotional Teaching Strategies** |
| 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 |  |  |  |  |  |  |
| Effectively selects, arranges, and utilizes materials that promote interactions (high interest, novel, culturally meaningful) |  |  |  |  |  |  |
| Effectively selects, arranges, and implements activities that promote interactions (high interest, novel, culturally meaningful) |  |  |  |  |  |  |
| Develops interaction opportunities within classroom routines (i.e., table captain, clean-up partner, snack set-up, etc.) |  |  |  |  |  |  |
| **Comments:** |

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| **Social Emotional Teaching Strategies** |
| Skills and Indicators | **consistently** | **occasionally** | **seldom** | **Target for Training** | Supporting Evidence |
| Promotes identification and labeling of emotions in self and others |  |  |  |  |  |  |
| Uses photographs, pictures, and posters that portray people in various emotional states |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |
| Uses real-life situations to practice problem solving, beginning with defining the problem and emotions involved |  |  |  |  |  |  |
| **Comments:** |

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| **Social Emotional Teaching Strategies** |
| Skills and Indicators | **consistently** | **occasionally** | **seldom** | **Target for Training** | Supporting Evidence |
| 1. **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 |  |  |  |  |  |  |
| Labels own emotional states and provides an action statement (e.g., 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:** |
| 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:** |