



HEAD START

Regional T/TA Network

- Digging Deeper to support Social Emotional Development and promote Positive Behavior





- Objectives for Today:
- Define social emotional development
- Identify key components to promote positive social emotional development
 - The positive strength based relationship
 - The environment
 - Functions of behavior
 - Our perception and reflection
- Explore Social Emotional Teaching Practices on the Head Start Early Learning Outcomes Framework



How Are the Children?

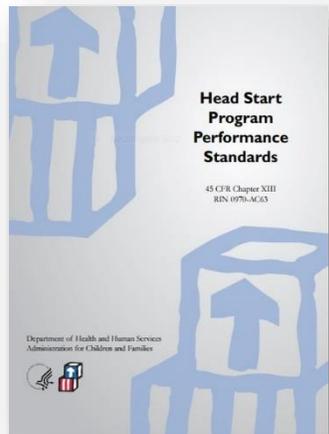




Head Start Program Performance Standards 1302.45 Child Mental Health and social and emotional well-being

(a) Wellness promotion. To support a program-wide culture that promotes children’s mental health, social and emotional well-being, and overall health, a program must:

(1) provide supports for effective classroom management and positive learning environments; supportive teacher practices; and, strategies for supporting children with challenging behaviors and other social, emotional, and mental health concerns;





Head Start Early Learning Outcomes Framework

| | CENTRAL DOMAINS | | | | |
|--------------------------|------------------------|----------------------------------|----------------------------|-------------------------|---|
| | APPROACHES TO LEARNING | SOCIAL AND EMOTIONAL DEVELOPMENT | LANGUAGE AND LITERACY | COGNITION | PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT |
| ▲ INFANT/TODDLER DOMAINS | Approaches to Learning | Social and Emotional Development | Language and Communication | Cognition | Perceptual, Motor, and Physical Development |
| ● PRESCHOOLER DOMAINS | Approaches to Learning | Social and Emotional Development | Language and Communication | Mathematics Development | Perceptual, Motor, and Physical Development |
| | | | Literacy | Scientific Reasoning | |



HSELOF Definitions

- Positive social and emotional development in the early years provides a critical foundation for lifelong development and learning.
- Social development refers to a child's ability to create and sustain meaningful relationships with adults and other children.
- Emotional development is a child's ability to express, recognize, and manage his or her emotions, as well as respond appropriately to others' emotions.
- Both social and emotional development are important for young children's mental health. In fact, early childhood mental health is the same as social and emotional development!

CSEFEL Pyramid Model



CSEFEL Definition of Social Emotional Development

The developing capacity of the child from birth through five...

- to form close and secure relationships;
- experience, regulate, and express emotions in socially and culturally appropriate ways; and
- explore the environment and learn - all in the context of family, community, and culture.



Today's Question...

not whether early
experience matters,
but rather how early experiences
shape individual development
and contribute to children's
continued movement
along positive pathways.



Activity: Examining Our Emotional Reactions to Behaviors

- What behaviors push your buttons?
- How do these behaviors make you feel?
- How does this impact your relationship with a child and his/her family?

Handout 1.15

Hot Button Activity

| | | | |
|-----------|-----------------------|-----------------------|-----------------------|
| Behaviors | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Feelings | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Impact | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

How Can We Get There?

Capacity to:

- Form relationships
- Express emotions
- Self-regulate
- Explore with security
- Develop “emergent” emotional literacy



Capacity to:

- Feel confidence/competence
- Develop relationships
- Make friends
- Persist
- Follow directions
- Be emotionally literate
- Manage emotions
- Be empathetic

Birth

Five

Caregivers supporting Social Emotional Development



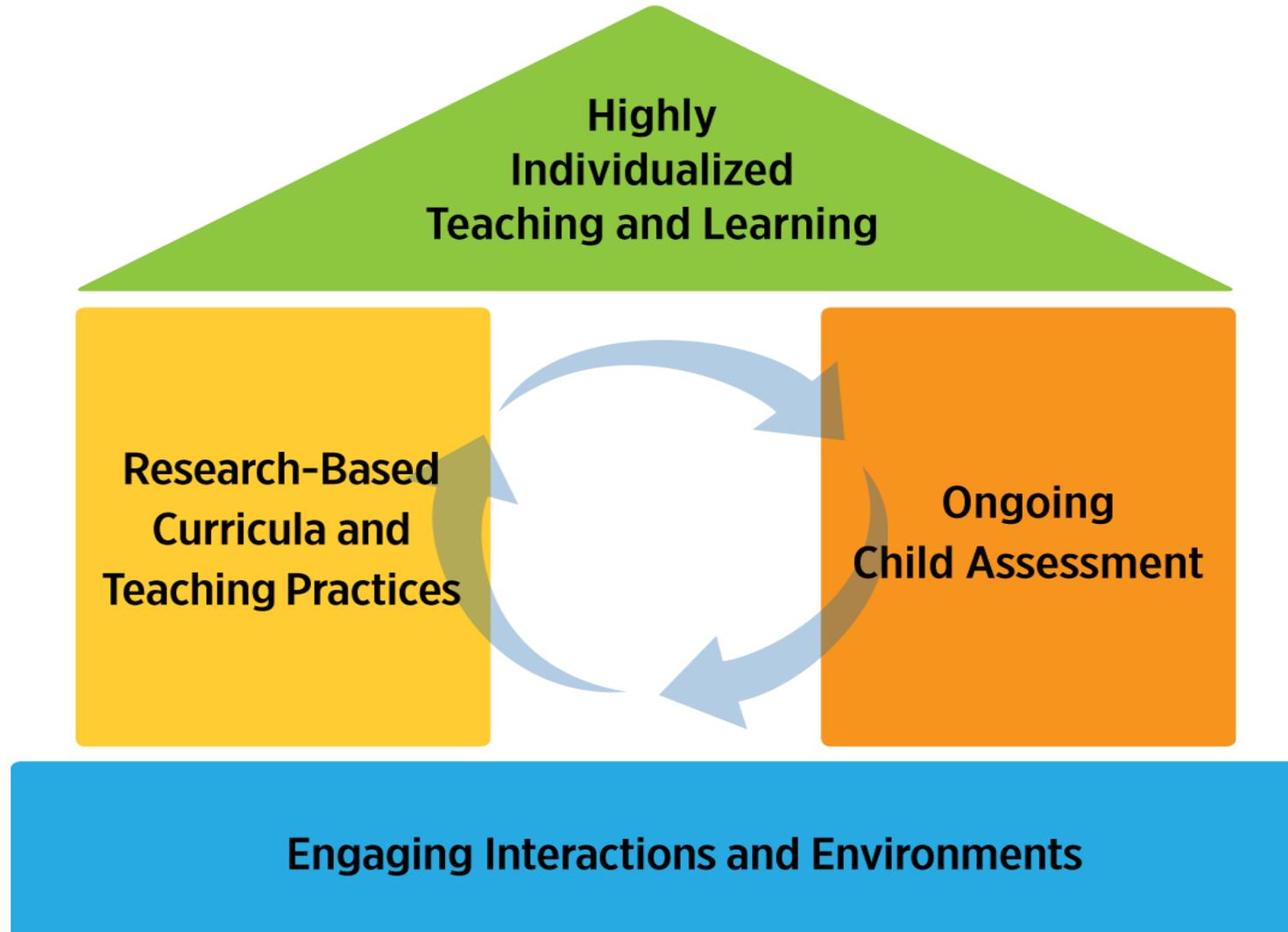
The Developing Brain – Essential Needs

- **Healthy Relationships** - early relationships are vital to brain development because they help wire the brain to trust others, to love, and to feel safe and secure.
- **Positive Experiences** - new brain connections are formed and modified through verbal and physical interactions
- **Consistent and Secure Environment** - the brain develops gradually in response to experience and to the environment



Framework for Effective Practice

Supporting School Readiness for All Children



FRAMEWORK FOR EFFECTIVE PRACTICE

SUPPORTING SCHOOL READINESS FOR ALL CHILDREN



LEARNING OBJECTIVES

- To define what it means to create meaningful connections with children.
- To identify why building positive relationships with children is important.
- To highlight effective ways to cultivate connections with children.

WHAT DOES IT MEAN TO FOSTER A CONNECTION WITH A CHILD?



Every child needs one person who is crazy about him.” Uri Bronfenbrenner



WHAT THE RESEARCH SAYS...

- Positive relationships may serve as “buffers” for children
- Caring and supportive relationships can help children defy the odds
- Quality relationships have been linked with low levels of aggression in children

BUILDING RELATIONSHIPS

Development, it turns out, occurs through this process of a progressively more complex exchange between a child and somebody else—especially somebody who's crazy about that child.

-Urie Bronfenbrenner



WHY IS IT IMPORTANT TO BUILD RELATIONSHIPS WITH CHILDREN?

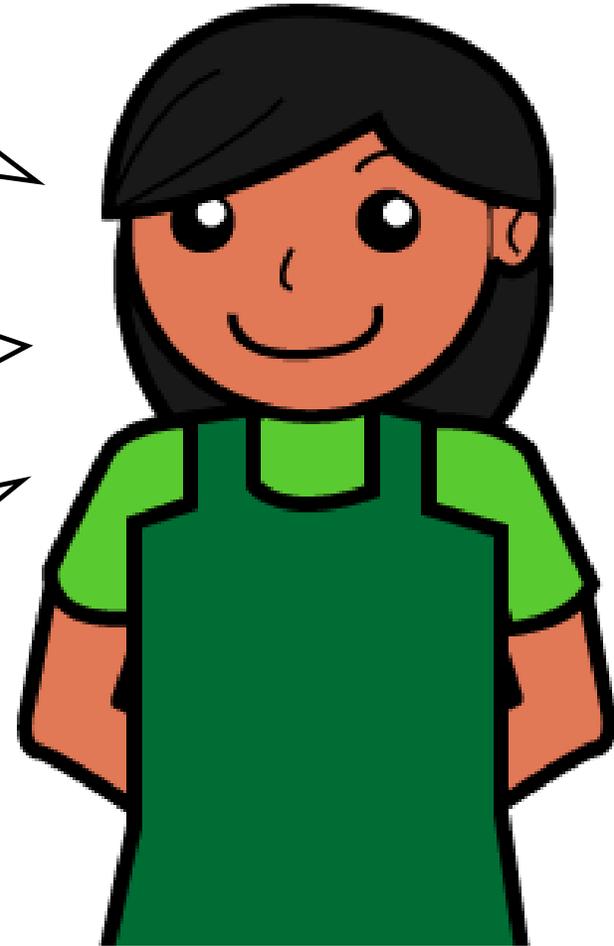


- Children's learning improves when...
- Children are more likely to take risks when...
- Children's engagement in classroom activities increases when...
- Children talk and share more when...

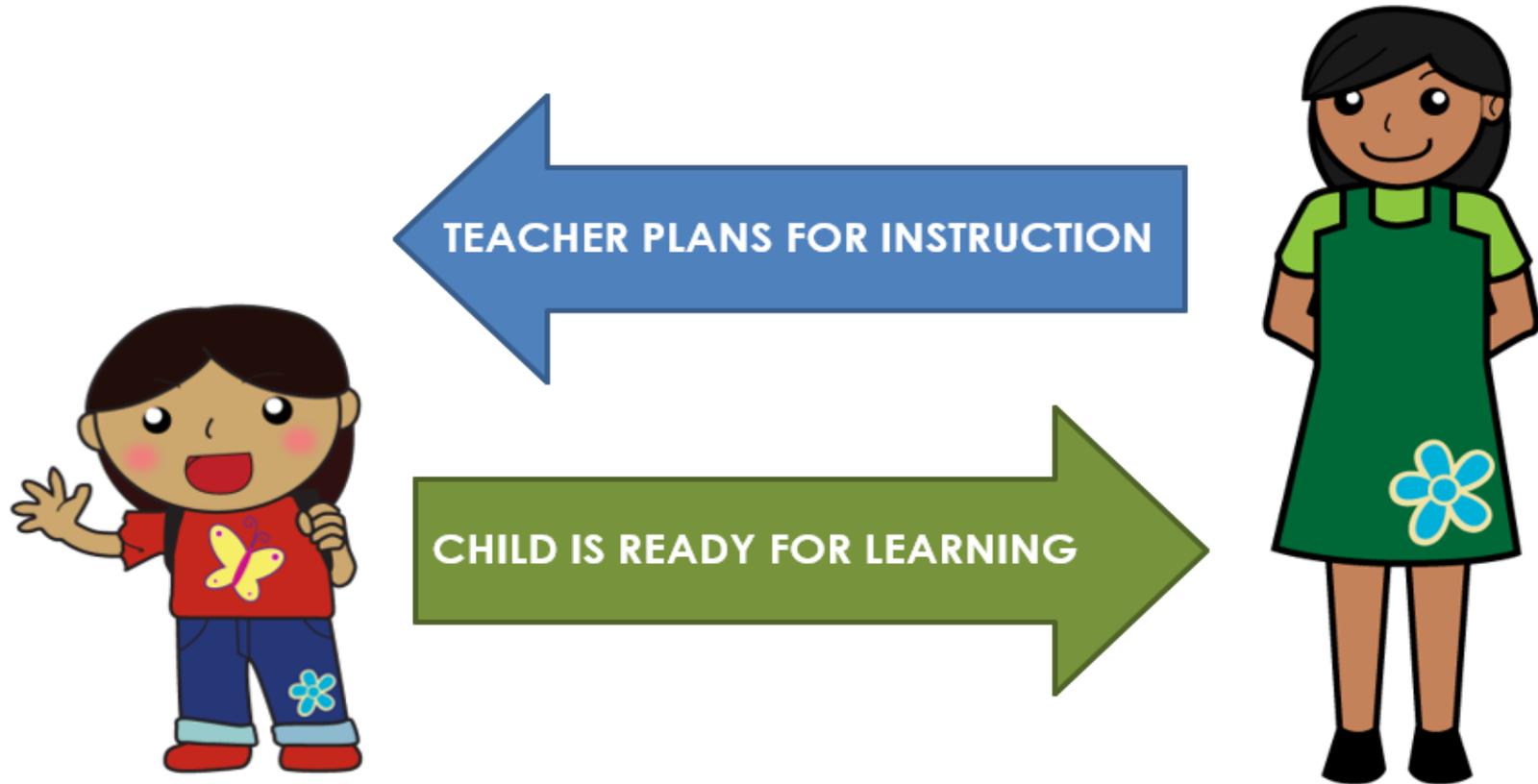
I'm going to give Amir
some encouragement
at the writing center.

I'm going to ask Max
what animals he saw
at the zoo yesterday.

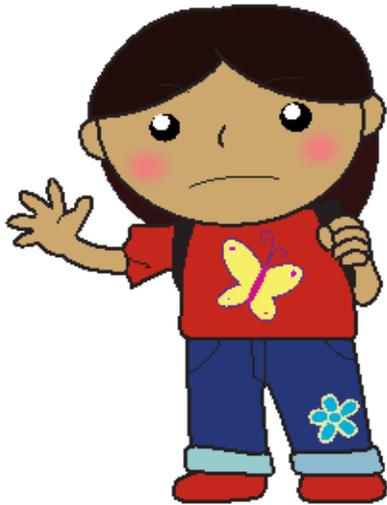
Today I'm going to use
the new Spanish word I
learned with Maria.



FOSTERING A CONNECTION



MISSING THE MARK

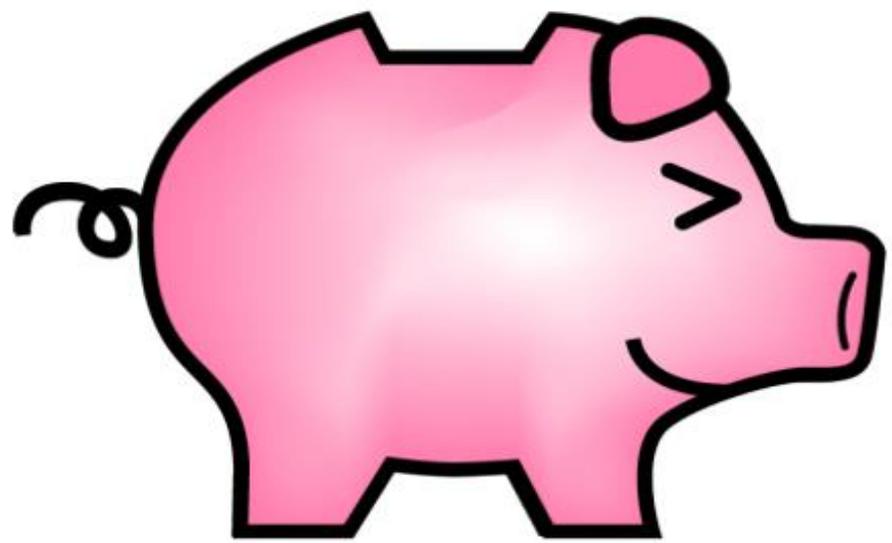


- PREPPING ACTIVITIES!
- LACK OF SUPPORT!
- BURN OUT!
- CHALLENGING BEHAVIOR!
- CLEAN UP!
- PAPER WORK!



HOW CAN WE FOSTER A CONNECTION THAT LASTS?

Make “deposits” in their Piggy Bank!



The Benefits!

- Influence a child's emotional, cognitive, and social development
- Help children develop secure relationships with other adults
- Help children develop good peer relationships
- Help reduce the frequency of behavior problems
- Help children develop positive self-esteem
- Results in higher rates of child engagement

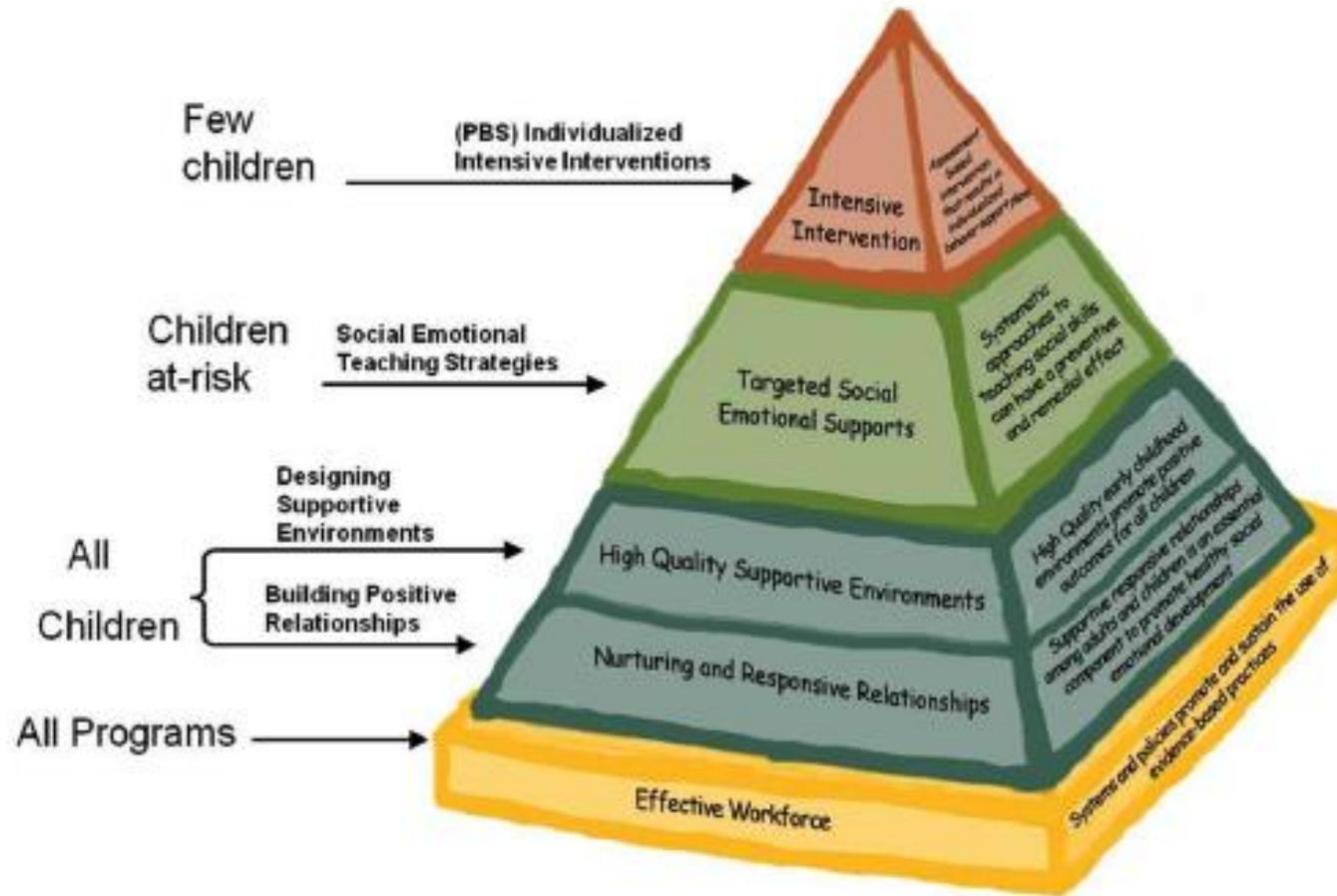


REVIEW



- Positive teacher-child relationships are essential for child learning and school readiness
- Building relationships is a planned back and forth process
- Try new and varied ways to cultivate positive teacher-child relationships

THE TEACHING PYRAMID



High Quality Supportive Environments



Learning Objectives – The Environment

- Participants will know how environments influence children's behavior.
- Participants will know how to design an engaging environment that supports appropriate behavior and social skills.
- Participants will understand the criteria for well designed, responsive infant, toddler and preschool environments.
- Participants will be able to articulate the importance of schedules, routines, and transitions in promoting children's social engagement and supporting emotional development.

Environment

- Space Arrangement, Learning Areas
- Materials and Activities
- Routines / Schedules
- Transitions



Messages in the Environment

- This is a good place to be... I know the people here
- I feel like I belong here...
- I feel safe here... This is a place where I can trust...
- There is a place I can be by myself if I want...
- I can explore and try new things...
- I have choices and can make decisions...



Responsive Environments

Caregivers are the ones responsible for setting up the physical space, choosing activities and play things and engaging in the interactions that make up the learning experiences for infants and toddlers.



Learning Areas

- Physical Design
 - Clear boundaries
 - Visibility
 - Visual prompts when centers are not an option
 - Adequate number of centers
 - Size and location of centers
 - Number of children in centers
 - Organization of materials
 - Preparation of centers



Traffic Patterns



- Minimize large open spaces
- Minimize obstacles and other hazards
- Consider the needs of children with physical and sensory disabilities



Assess Meaningful and Engaging Learning Areas

- Is there a clear entry to each center?
- Is each center inviting?
- Are there enough materials (3 units of play per child allowed in center)?
- Is there a system in place for entering and exiting centers?
- Are centers and materials/shelves labeled?
- Is there a rotation of materials?
- Are materials highly engaging?
- Are the activities relevant to children's needs, interests and lives?



What are the pros and cons for this circle time area?

Physical Environment:

Look at these two writing centers



Strengths?

Concerns?

A Well Designed Infant-Toddler Environment....

- Supports the social emotional needs of infants and toddlers as well as their language, cognitive, and motor development
- Encourages responsive care from adults
- Supports peer relationships
- Is developmentally appropriate
 - Age appropriate
 - Individually appropriate
 - Culturally appropriate



Environments
World Bank Children's Center

**Handout 4.2:
Planning Document**

| Spaces for Infants and Toddlers | Your Plan for Improvement of the Social Emotional Environment |
|---|---|
| <p>An environment that is</p> <ul style="list-style-type: none"> • Safe and free from hazards • Clean • Has natural light from windows and other soft lighting • Aesthetically pleasing • Uncluttered • Individually, age, and culturally appropriate • Inviting and interesting to children | |
| <p>Special places for nurturing children</p> <p>A comfortable space, away from active play for staff to sit on the floor (with back support) and hold a child or children</p> <ul style="list-style-type: none"> • A loft • An adult-sized couch • A mat on the floor against the wall with pillows with washable covers • A rocking chair/glider | |
| <p>A quiet space for infants and toddlers</p> <ul style="list-style-type: none"> • A soft space away from active play • A soft space for two children with family photographs, books, dolls and blanket, soft toys, quiet toys, puppets, and books • A nest (or create a nest with an inner tube) with a blanket over it • A space with boxes large enough for a child or two to crawl in and out of | |
| <p>A space for infants and toddlers to use creative arts materials</p> <ul style="list-style-type: none"> • A space for coloring or painting on paper on the floor (preferably near a short sink not used for food preparation) • Short tables for clay, play dough, thick crayons, nontoxic paints, or finger paints • Paper and other interesting materials to manipulate and create • Large pieces of paper and other interesting materials to draw and paint on • Short easels and brushes for toddlers to use by themselves or with other children • A low shelf with safe creative materials attractively displayed and available for children to use • A place to display children's creative work | |

Infant and Toddler Environments Planning Document

Schedules and Routines

Routine – refers to a pattern established over time, something the child learns to ‘internalize’ or is able to predict easily because of consistency.

(What we do and how we do it daily)

Schedule – most often means the time and order that activities happen.



Responsive, consistent routines and schedules - - -

- ❖ enhance the quality of relationships with children
 - ❖ provide security and
 - ❖ assure children that the world is a safe and interesting place to learn and grow.



Visual Schedule - Photograph

Visual Object Schedule

Change Diaper



Wash



Breakfast



Music



Use real objects.

Transitions

Plan for transitions

- Minimize the number of transitions that children have during the day.
- Minimize the length of time children spend waiting with nothing to do.
- Prepare children for transitions by providing a warning.
- Structure the transitions so that children have something to do while they wait.
- Teach children the expectations related to transitions.
- Individualize supports and cues.



Transition with Visual



General Guidelines about Rules

- Have a few simple classroom rules.
- Involve the children in developing the rules.
- Post the rules visually.
- Create opportunities for the children to practice, practice, practice the rules.
- Reinforce the rules at high rates initially and at lower rates throughout the year.



Involving Children in Developing the Rules

- Have children help generate the rules.
- Name the rule and have a child demonstrate the rule.
- Name the rule and have the children identify the visuals that might go on a poster.
- Have children help decorate a rules poster.





 Center on the Social
and Emotional
Foundations
for Early Learning

Designing Supportive Environments Activity

Handout 4.4: Designing Supportive Environments

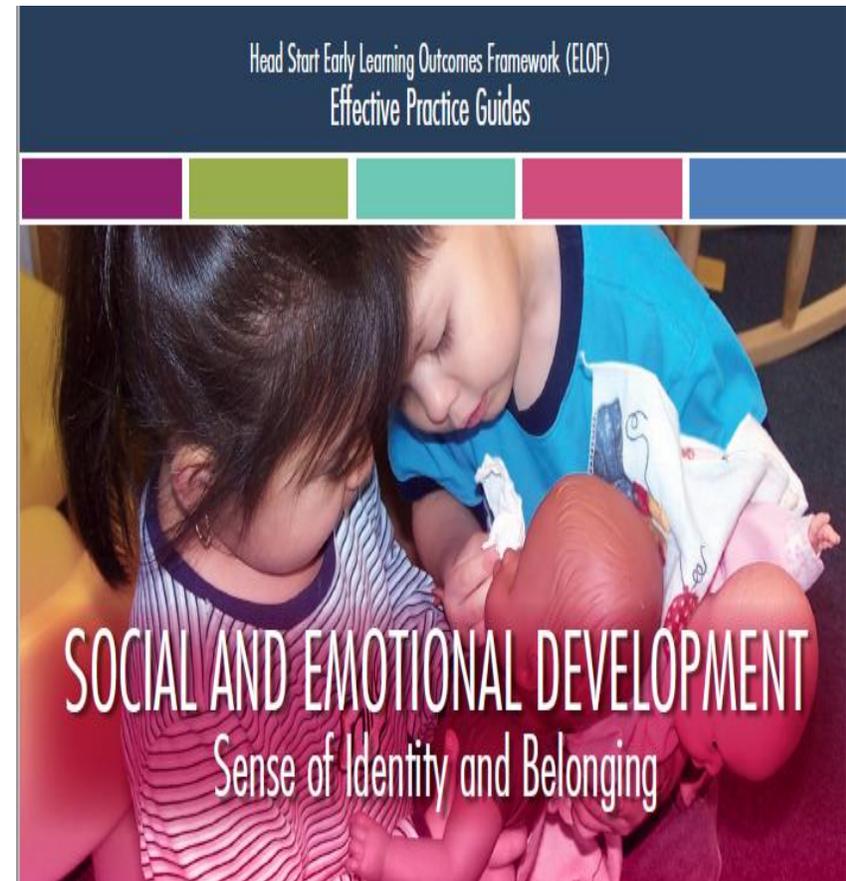
| Skills and Indicators | Consistently | Occasionally | Seldom | Target for training? | | Observations/Evidence |
|---|--------------|--------------|----------|----------------------|-----------|-----------------------|
| | | | | YES | NO | |
| 4. Designs the physical environment | 3 | 2 | 1 | YES | NO | |
| <input type="checkbox"/> Arranges traffic patterns in classroom so there are no wide open spaces | | | | | | |
| <input type="checkbox"/> Removes obstacles that make it difficult for children with physical disabilities to move around the room | | | | | | |
| <input type="checkbox"/> Clearly defines boundaries in learning centers | | | | | | |
| <input type="checkbox"/> Arranges learning centers to allow room for multiple children | | | | | | |
| <input type="checkbox"/> Provides a variety of materials in all learning centers | | | | | | |
| <input type="checkbox"/> Designs learning centers so that children spend time evenly across centers | | | | | | |
| <input type="checkbox"/> Considers children's interests when deciding what to put in learning centers | | | | | | |
| <input type="checkbox"/> Makes changes and additions to learning centers on a regular basis | | | | | | |
| <input type="checkbox"/> Visually closes learning centers when they are not an option for children to use | | | | | | |
| Comments: | | | | | | |
| 5. Develops schedules and routines | 3 | 2 | 1 | YES | NO | |
| <input type="checkbox"/> Designs schedule to include a balance of large group and small group activities | | | | | | |
| <input type="checkbox"/> Designs schedule to minimize the amount of time children spend making transitions between activities | | | | | | |
| <input type="checkbox"/> Implements schedule consistently | | | | | | |
| <input type="checkbox"/> Teaches children about the schedule | | | | | | |
| <input type="checkbox"/> Provides explanations when changes in the schedule are necessary | | | | | | |
| Comments: | | | | | | |

Major Messages from The Environment

- The environment includes people, the physical space, furniture arrangement, routines, schedules, transitions and the emotional tone of the space.
- The physical design of the environment promotes child engagement and reduces misunderstood or misguided behaviors.
- Schedules and routines are important to help children anticipate what will happen, which in turn makes them feel more secure.
- Transitions need to be planned so children are engaged and they involve minimal time.
- A few classroom rules that the children help develop are intentionally taught, practiced and reinforced throughout the day.

Session Objectives

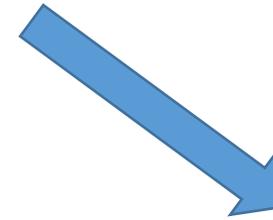
- Describe the effective practice guides including their purpose and audience
- Describe the guides' content, including the Know, See, Do, Improve framework of the guides
- List possible uses for the effective practice guides in your ongoing work with grantees
- Share information about the guides with other staff



Interactive Early Learning Outcomes Framework

Social Emotional

| | CENTRAL DOMAINS | | | | |
|--------------------------|------------------------|----------------------------------|----------------------------|-------------------------|---|
| | APPROACHES TO LEARNING | SOCIAL AND EMOTIONAL DEVELOPMENT | LANGUAGE AND LITERACY | COGNITION | PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT |
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| ● PRESCHOOLER DOMAINS | Approaches to Learning | Social and Emotional Development | Language and Communication | Mathematics Development | Perceptual, Motor, and Physical Development |
| | | | Literacy | Scientific Reasoning | |



SUB-DOMAINS

- Relationships with Adults
- Relationships with Other Children
- Emotional Functioning
- Sense of Identity and Belonging

Effective Teaching Practices on ECLKC.....



- Are used to illustrate domain-specific teaching practices that support children's progression within the ELOF domains.
- Teaching practices are used by group-care and home-based educators to support children's growth and development.

Know, See, Do, and Improve



Know: Describes the specific practices that support children to meet the ELOF goal grouped by:

Interactions

Environment

Individualizing

KNOW – Interactions

Goals for infants and toddlers

- ▶ IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children.
- ▶ IT-SE 5. Child imitates and engages in play with other children.

Practice:

Comment on and support children's use of emerging social skills such as sharing and using words to express ideas and needs.

Vignette:

Ace, just turned two, and Jaime, 20 months, are standing beside each other at the water table. Ace watches Jaime squeeze the water from a sponge. Jaime reaches for another sponge and hands it to Ace. Ace smiles. Their teacher, Mr. Jack, kneels down and tells a story to the toddlers, "Ace and Jaime, were playing at the water table. Jaime saw another sponge and gave it to Jaime. Now the two friends are playing together."

KNOW – Individualizing

Goals for Preschoolers

▲ P-SE 3. Child engages in and maintains positive interactions and relationships with other children.

▲ P-SE 4. Child engages in cooperative play with other children.

Practice:

Scaffold a child in learning how to establish and maintain friendships.

Vignette:

Three-year-old Jane takes part in planned activities such as science experiments, but typically plays alone. Ms. Como thinks Jane needs help in learning how to join the others in play. She sits with Jane and narrates what's going on in the dramatic play area. "DeAndre puts on the doctor's jacket. Luise gathers the stuffed animals. I think they're playing vet. Remember when we went to the see the vet's office? Maybe you could help Luise gather the animals."

Improve:

Coaching the skills and knowledge that contribute to building positive relationships is sensitive work. Here are some ideas:

Planning Goals and Action Steps

- Work with your coach or supervisor to identify the teaching practices you want to build and strengthen.
- Create an action plan with timelines to help you use the practices consistently and effectively.

Focused Observation

- Agree on one or more of the effective practices in your action plan the observation.
- In home-based programs, observations may focus on how the home visitor engages with parents to identify, adapt, and use these practices or when appropriate, models the practices.

Reflection and Feedback

- What went well? What did you do? How did the child/children react or respond? In home-based settings, how did the parents react or respond?
- Did your coach offer feedback from the observation that was surprising? What supports do you need from her to refine and strengthen the practice? What else would help you strengthen the practice?
- What do you hope the child/children/parents will gain by using this practice? How will you know?





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Using the Guides in Your Work



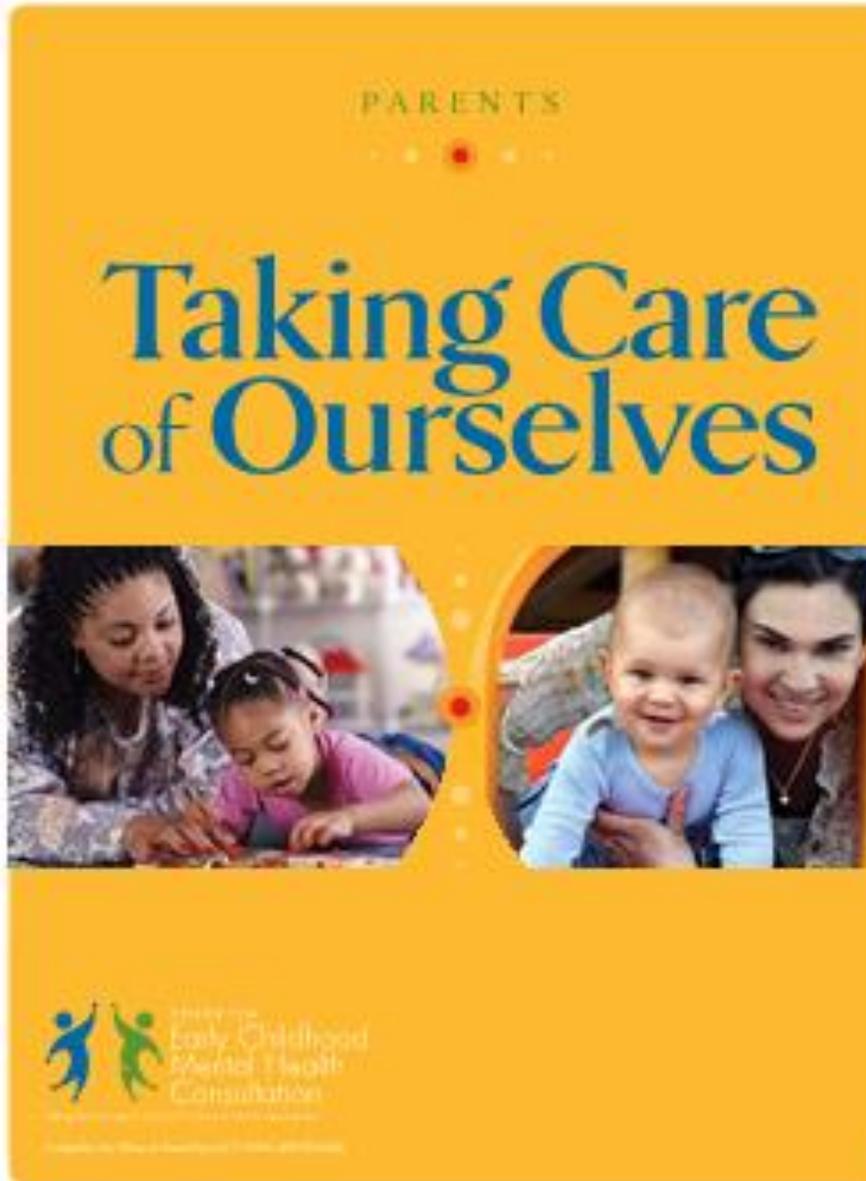


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- Promote Staff Wellness so they can provide support for children and families.





TAKING CARE OF OURSELVES

Activity 1

Knowing Your Stressors and the Signs of Stress

When you are stressed, it is easy to react before even realizing you have reached a point of stress. In order for caregivers to successfully reduce their levels of stress and the impact it has on themselves and the children they care for, they must first recognize their stressors or "primary pressure points".

In the spaces provided, answer the following questions:

What is stress?

What causes me stress?

How do I know when I've reached a point of stress?

<http://ecmhc.org/relaxation.html>



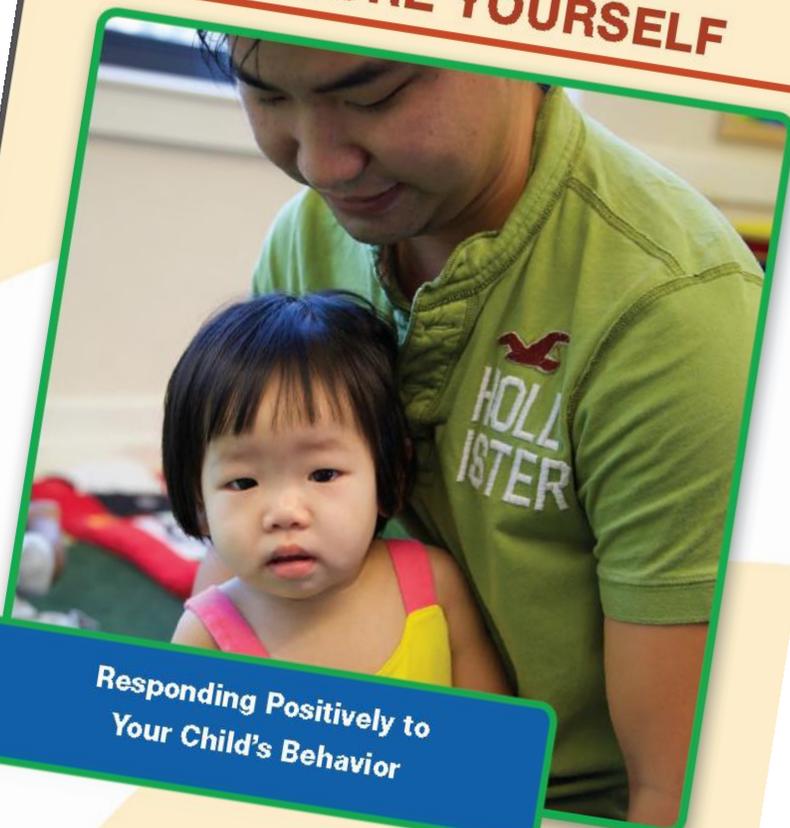
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Teachable Moments for Social Emotional Well Being Activities

Where and When Do You Integrate Social Emotional Well Being into Your Work?

**NURTURE THEM,
NURTURE YOURSELF**



**Responding Positively to
Your Child's Behavior**

School readiness begins with health!

 **NATIONAL CENTER ON**
Early Childhood Health and Wellness

Objectives for today:

- Define social emotional development
- Identify key components to promote positive social emotional development
- The positive strength based relationship
- The environment
- Functions of behavior
- Our perception and reflection
- Social Emotional Teaching Practices on the HSELOF

How are the Children Doing?





“Let us put our
minds together to
see what life we can
make for our
children”

Reflections/ Questions





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- Resources
- ECLKC In-service Suites – Making Connections <https://eclkc.ohs.acf.hhs.gov/professional-development/article/15-minute-service-suites>
- <http://csefel.vanderbilt.edu/CSEFEL> – Module 1
- National Center on Early Childhood Health and Wellness
- ECLKC – Head Start Early Learning Outcomes Framework, Interactive Framework, Effective Teaching Strategies <https://eclkc.ohs.acf.hhs.gov/school-readiness>



HEAD START

Regional T/TA Network

• Thank you!!

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• Nicolle Jones Nicolle.jones@icf.com



Inventory of Practices for Promoting Social Emotional Competence

Inventory of Practices for Promoting Children’s Social Emotional Competence Center on the Social and Emotional Foundations for Early Learning

Purpose of the Inventory: *The Inventory of Practices for Promoting Social Emotional Competence* is designed to be used by individuals and/or teams to identify training needs and plan a course of action to address those needs related to four general areas: (a) building positive relationships, (b) creating supportive environments, (c) social emotional teaching strategies, and (d) individualized intensive interventions. The *Inventory* encourages individual self-reflection, opportunities for teaming between classroom teachers, mentor coaches, supervisors, site directors, and other administrators, and promotes effective practices for direct service staff. There are two sections to this tool: the Inventory of Practices and the Action Plan.

Use of the Inventory: This tool is best utilized in a manner that encourages reflection and discussion. Each of the four general areas includes several *Skills and Indicators* reflective of practices that promote social emotional competence in young children. The Indicators are detailed phrases that enable the user to “dig a little deeper” in identifying and pinpointing skills that may or may not be present. A column entitled *Observations/Evidence* allows the user to write thoughts, suggestions, strengths, and needs concerning either the specific *Skills or Indicators*. Three levels of skill, *Consistently, Occasionally, and Seldom*, permit users to record their perceived skill level for each Indicator by checking the appropriate box. Users should be consistent in their appraisal of skills

across the three levels, *Consistently, Occasionally, and Seldom* (i.e., across all children in the classroom, target child or specific groups of children, environment of all classrooms, etc.). The final column allows the team to indicate whether or not an indicator should be a *Target for Training*. Following each section is a space for writing additional comments. The team or individual may wish to delineate specific training requests, professional development opportunities, or encouragement in the *Comments* box.

Use of the Action Plan: The *Action Plan* takes the users to the next step once they have determined what specific *Skills and Indicators* from the *Inventory* they want to target for training. In the first column of the *Action Plan*, users should check those Skills or Indicators they previously identified as targets for training. In the second column, teachers and support personnel (e.g., trainers, mentor coaches, administrators) should work together to identify what strategies they will each use to help the teaching team implement the new practices. The third column allows users to identify *Resources and Supports* that will be necessary to successfully complete the activities or strategies listed in the second column.

Completion Dates: Users may complete the *Inventory* and *Action Plan* at different times as a way of determining their progress toward addressing specific skills targeted for training. Different color inks corresponding to the dates completed can be used when completing the tool in order to highlight changes over time.



Inventory of Practices for Promoting Social Emotional Competence

Building Positive Relationships

| Skills and Indicators | Consistently | Occasionally | Seldom | Target for training? | | Observations/Evidence |
|---|--------------|--------------|----------|----------------------|-----------|-----------------------|
| | | | | YES | NO | |
| 1. Develops meaningful relationships with children and families | 3 | 2 | 1 | YES | NO | |
| <input type="checkbox"/> Greets children on arrival; calls by name | | | | | | |
| <input type="checkbox"/> Communicates with children at eye level | | | | | | |
| <input type="checkbox"/> Verbally interacts with individual children during routines and activities | | | | | | |
| <input type="checkbox"/> Participates in children's play when appropriate | | | | | | |
| <input type="checkbox"/> Shows respect, consideration, warmth to all children | | | | | | |
| <input type="checkbox"/> Speaks calmly to children | | | | | | |
| <input type="checkbox"/> Uses a variety of strategies for building relationships with all children | | | | | | |
| <input type="checkbox"/> Attends to children in positive ways at times when the children are not engaging in challenging behavior | | | | | | |
| <input type="checkbox"/> Uses a variety of strategies for building relationships with all families | | | | | | |
| <input type="checkbox"/> Creates a classroom that is a place that children and families like to be (i.e., feel comfortable, welcome, and safe) | | | | | | |
| Comments: | | | | | | |
| 2. Examines personal, family, and cultural views of child's challenging behavior | 3 | 2 | 1 | YES | NO | |
| <input type="checkbox"/> Considers personal beliefs regarding the acceptability and unacceptability of specific types of child behavior | | | | | | |
| <input type="checkbox"/> Considers personal beliefs regarding the causes of specific types of unacceptable child behavior | | | | | | |
| <input type="checkbox"/> Acknowledges contrasting or conflicting beliefs held by others regarding acceptable and unacceptable types of child behavior | | | | | | |
| Comments: | | | | | | |

Date 1 Completed: _____

Date 2 Completed: _____



Inventory of Practices for Promoting Social Emotional Competence

Building Positive Relationships

| Skills and Indicators | Consistently | Occasionally | Seldom | Target for training? | | Observations/Evidence |
|---|--------------|--------------|----------|----------------------|----|-----------------------|
| | | | | YES | NO | |
| 3. Examines own attitudes toward challenging behavior | 3 | 2 | 1 | | | |
| <input type="checkbox"/> Understands the relationship between children's social emotional development and challenging behaviors | | | | | | |
| <input type="checkbox"/> Understands that children's challenging behaviors are conveying some type of message | | | | | | |
| <input type="checkbox"/> Understands there are many things that can be done to prevent challenging behaviors | | | | | | |
| <input type="checkbox"/> Identifies what behaviors "push my buttons" | | | | | | |
| <input type="checkbox"/> Develops strategies for dealing with situations when children's behaviors "push my buttons" | | | | | | |
| <input type="checkbox"/> Works together with a team to problem solve around issues related to challenging behaviors | | | | | | |
| Comments: | | | | | | |

Date 1 Completed: _____

Date 2 Completed: _____



Inventory of Practices for Promoting Social Emotional Competence

Designing Supportive Environments

| Skills and Indicators | Consistently | Occasionally | Seldom | Target for training? | | Observations/Evidence |
|---|--------------|--------------|----------|----------------------|-----------|-----------------------|
| | | | | YES | NO | |
| 4. Designs the physical environment | 3 | 2 | 1 | YES | NO | |
| <input type="checkbox"/> Arranges traffic patterns in classroom so there are no wide open spaces | | | | | | |
| <input type="checkbox"/> Removes obstacles that make it difficult for children with physical disabilities to move around the room | | | | | | |
| <input type="checkbox"/> Clearly defines boundaries in learning centers | | | | | | |
| <input type="checkbox"/> Arranges learning centers to allow room for multiple children | | | | | | |
| <input type="checkbox"/> Provides a variety of materials in all learning centers | | | | | | |
| <input type="checkbox"/> Designs learning centers so that children spend time evenly across centers | | | | | | |
| <input type="checkbox"/> Considers children's interests when deciding what to put in learning centers | | | | | | |
| <input type="checkbox"/> Makes changes and additions to learning centers on a regular basis | | | | | | |
| <input type="checkbox"/> Visually closes learning centers when they are not an option for children to use | | | | | | |
| Comments: | | | | | | |
| 5. Develops schedules and routines | 3 | 2 | 1 | YES | NO | |
| <input type="checkbox"/> Designs schedule to include a balance of large group and small group activities | | | | | | |
| <input type="checkbox"/> Designs schedule to minimize the amount of time children spend making transitions between activities | | | | | | |
| <input type="checkbox"/> Implements schedule consistently | | | | | | |
| <input type="checkbox"/> Teaches children about the schedule | | | | | | |
| <input type="checkbox"/> Provides explanations when changes in the schedule are necessary | | | | | | |
| Comments: | | | | | | |

Date 1 Completed: _____

Date 2 Completed: _____



Inventory of Practices for Promoting Social Emotional Competence

Designing Supportive Environments

| Skills and Indicators | Consistently | Occasionally | Seldom | Target for training? | | Observations/Evidence |
|--|--------------|--------------|----------|----------------------|-----------|-----------------------|
| | | | | YES | NO | |
| 6. Ensures smooth transitions | 3 | 2 | 1 | YES | NO | |
| <input type="checkbox"/> Structures transitions so children do not have to spend excessive time waiting with nothing to do | | | | | | |
| <input type="checkbox"/> Teaches children the expectations associated with transitions | | | | | | |
| <input type="checkbox"/> Provides warnings to children prior to transitions | | | | | | |
| <input type="checkbox"/> Individualizes the warnings prior to transitions so that all children understand them | | | | | | |
| Comments: | | | | | | |
| 7. Designs activities to promote engagement | 3 | 2 | 1 | YES | NO | |
| <input type="checkbox"/> Plans and conducts large group activities with specific goals in mind for the children | | | | | | |
| <input type="checkbox"/> Varies the topics and activities in the large group from day to day | | | | | | |
| <input type="checkbox"/> Provides opportunities for children to be actively involved in large group activities | | | | | | |
| <input type="checkbox"/> Varies speech and intonation to maintain the children's interests in the large group activity | | | | | | |
| <input type="checkbox"/> Monitors children's behavior and modifies plans when children lose interest in large group activities | | | | | | |
| <input type="checkbox"/> Plans and conducts small group activities with specific goals in mind for each child | | | | | | |
| <input type="checkbox"/> Plans and conducts fun small group activities | | | | | | |
| <input type="checkbox"/> Uses peers as models during small group activities | | | | | | |
| <input type="checkbox"/> Monitors children's behavior and modifies plans when children lose interest in small group activities | | | | | | |
| <input type="checkbox"/> Makes adaptations and modifications to ensure that all children can be involved in a meaningful way in any activity | | | | | | |
| <input type="checkbox"/> Uses a variety of ways to teach the expectations of specific activities so that all children understand them | | | | | | |
| Comments: | | | | | | |

Date 1 Completed: _____

Date 2 Completed: _____



Inventory of Practices for Promoting Social Emotional Competence

Designing Supportive Environments

| Skills and Indicators | Consistently | Occasionally | Seldom | Target for training? | | Observations/Evidence |
|---|--------------|--------------|----------|----------------------|----|-----------------------|
| | | | | YES | NO | |
| 8. Giving Directions | 3 | 2 | 1 | | | |
| <input type="checkbox"/> Gains child's attention before giving directions | | | | | | |
| <input type="checkbox"/> Minimizes the number of directions | | | | | | |
| <input type="checkbox"/> Individualizes the way directions are given | | | | | | |
| <input type="checkbox"/> Gives clear directions | | | | | | |
| <input type="checkbox"/> Gives directions that are positive | | | | | | |
| <input type="checkbox"/> Gives children time to respond to directions | | | | | | |
| <input type="checkbox"/> Gives children choices and options when appropriate | | | | | | |
| <input type="checkbox"/> Follows through with positive acknowledgments of children's behavior | | | | | | |
| Comments: | | | | | | |
| 9. Establishes and enforces clear rules, limits, and consequences for behavior | 3 | 2 | 1 | | | |
| <input type="checkbox"/> Identifies appropriate classroom rules with children | | | | | | |
| <input type="checkbox"/> Teaches rules in developmentally appropriate ways | | | | | | |
| <input type="checkbox"/> Provides opportunities for children to practice classroom rules | | | | | | |
| <input type="checkbox"/> States rules positively and specifically (avoids words "no" and "don't" as much as possible) | | | | | | |
| <input type="checkbox"/> Keeps rules to manageable number (3-6) | | | | | | |
| <input type="checkbox"/> Frequently reinforces children for appropriate behavior | | | | | | |
| <input type="checkbox"/> Identifies consequences for both following and not following rules | | | | | | |
| <input type="checkbox"/> Makes sure all adults in classroom know rules and consequences | | | | | | |
| <input type="checkbox"/> Enforces rules and consequences consistently and fairly | | | | | | |
| Comments: | | | | | | |

Date 1 Completed: _____

Date 2 Completed: _____



Inventory of Practices for Promoting Social Emotional Competence

Designing Supportive Environments

| Skills and Indicators | Consistently | Occasionally | Seldom | Target for training? | | Observations/Evidence |
|--|--------------|--------------|----------|----------------------|-----------|-----------------------|
| | | | | YES | NO | |
| 10. Engages in ongoing monitoring and positive attention | 3 | 2 | 1 | YES | NO | |
| <input type="checkbox"/> Gives children time and attention when engaging in appropriate behavior | | | | | | |
| <input type="checkbox"/> Monitors adults' interactions with children throughout the day | | | | | | |
| Comments: | | | | | | |
| 11. Uses positive feedback and encouragement | 3 | 2 | 1 | YES | NO | |
| <input type="checkbox"/> Uses positive feedback and encouragement contingent on appropriate behavior | | | | | | |
| <input type="checkbox"/> Provides descriptive feedback and encouragement | | | | | | |
| <input type="checkbox"/> Conveys enthusiasm while giving positive feedback and encouragement | | | | | | |
| <input type="checkbox"/> Uses positive feedback and encouragement contingent on child's efforts. | | | | | | |
| <input type="checkbox"/> Provides nonverbal cues of appreciation | | | | | | |
| <input type="checkbox"/> Recognizes that there are individual variations in what forms of acknowledgment are interpreted as positive by children | | | | | | |
| <input type="checkbox"/> Involves other adults in acknowledging children | | | | | | |
| <input type="checkbox"/> Models positive feedback and encouragement frequently | | | | | | |
| Comments: | | | | | | |

Date 1 Completed: _____

Date 2 Completed: _____



Inventory of Practices for Promoting Social Emotional Competence

Social Emotional Teaching Strategies

| Skills and Indicators | Consistently | Occasionally | Seldom | Target for training? | | Observations/Evidence |
|--|--------------|--------------|----------|----------------------|-----------|-----------------------|
| | | | | YES | NO | |
| 12. Interacts with children to develop their self-esteem | 3 | 2 | 1 | YES | NO | |
| <input type="checkbox"/> Demonstrates active listening with children | | | | | | |
| <input type="checkbox"/> Avoids judgmental statements | | | | | | |
| <input type="checkbox"/> Responds to children's ideas | | | | | | |
| <input type="checkbox"/> Recognizes children's efforts | | | | | | |
| <input type="checkbox"/> Shows empathy and acceptance of children's feelings | | | | | | |
| Comments: | | | | | | |
| 13. Shows sensitivity to individual children's needs | 3 | 2 | 1 | YES | NO | |
| <input type="checkbox"/> Respects and accommodates individual needs, personalities, and characteristics | | | | | | |
| <input type="checkbox"/> Adapts and adjusts accordingly (instruction, curriculum, materials, etc.) | | | | | | |
| <input type="checkbox"/> Conveys acceptance of individual differences (culture, gender, sensory needs, language, abilities) through planning, material selection, and discussion of topics | | | | | | |
| Comments: | | | | | | |
| 14. Encourages autonomy | 3 | 2 | 1 | YES | NO | |
| <input type="checkbox"/> Provides children with opportunities to make choices | | | | | | |
| <input type="checkbox"/> Allows children time to respond and/or complete task independently before offering assistance | | | | | | |
| <input type="checkbox"/> Creates opportunities for decision making, problem solving, and working together | | | | | | |
| <input type="checkbox"/> Teaches children strategies for self-regulating and/or self-monitoring behaviors | | | | | | |
| Comments: | | | | | | |

Date 1 Completed: _____

Date 2 Completed: _____



Inventory of Practices for Promoting Social Emotional Competence

Social Emotional Teaching Strategies

| Skills and Indicators | Consistently | Occasionally | Seldom | Target for training? | | Observations/Evidence |
|---|--------------|--------------|----------|----------------------|-----------|-----------------------|
| | | | | YES | NO | |
| 15. Capitalizes on the presence of typically developing peers | 3 | 2 | 1 | YES | NO | |
| <input type="checkbox"/> Utilizes peers as models of desirable social behavior | | | | | | |
| <input type="checkbox"/> Encourages peer partners/buddies (i.e., hold hands during transitions, play partner, clean-up buddy, etc.) | | | | | | |
| <input type="checkbox"/> Demonstrates sensitivity to peer preferences and personalities | | | | | | |
| <input type="checkbox"/> Shows an understanding of developmental levels of interactions and play skills | | | | | | |
| Comments: | | | | | | |
| 16. Utilizes effective environmental arrangements to encourage social interactions | 3 | 2 | 1 | YES | NO | |
| <input type="checkbox"/> Considers peer placement during classroom activities | | | | | | |
| <input type="checkbox"/> Effectively selects, arranges, and utilizes materials that promote interactions (high interest, novel, culturally meaningful) | | | | | | |
| <input type="checkbox"/> Effectively selects, arranges, and implements activities that promote interactions (high interest, novel, culturally meaningful) | | | | | | |
| <input type="checkbox"/> Develops interaction opportunities within classroom routines (i.e., table captain, clean-up partner, snack set-up, etc.) | | | | | | |
| Comments: | | | | | | |

Date 1 Completed: _____

Date 2 Completed: _____



Inventory of Practices for Promoting Social Emotional Competence

Social Emotional Teaching Strategies

| Skills and Indicators | Consistently | Occasionally | Seldom | Target for training? | | Observations/Evidence |
|--|--------------|--------------|----------|----------------------|-----------|-----------------------|
| | | | | YES | NO | |
| 17. Uses prompting and reinforcement of interactions effectively | 3 | 2 | 1 | YES | NO | |
| <input type="checkbox"/> Provides sincere, enthusiastic feedback to promote and maintain social interactions | | | | | | |
| <input type="checkbox"/> Waits until interactions are finished before reinforcing; does not interrupt interactions | | | | | | |
| <input type="checkbox"/> Models phrases children can use to initiate and encourage interactions | | | | | | |
| <input type="checkbox"/> Gives general reminders to "play with your friends" | | | | | | |
| <input type="checkbox"/> Facilitates interactions by supporting and suggesting play ideas | | | | | | |
| <input type="checkbox"/> Ensures that interactions are mostly child-directed not teacher-directed during free play | | | | | | |
| Comments: | | | | | | |
| 18. Provides instruction to aid in the development of social skills | 3 | 2 | 1 | YES | NO | |
| <input type="checkbox"/> Includes social interaction goals on the IEP | | | | | | |
| <input type="checkbox"/> Teaches appropriate social skills through lessons and role-playing opportunities | | | | | | |
| <input type="checkbox"/> Incorporates cooperative games, lessons, stories, and activities that promote altruistic behavior into planning | | | | | | |
| <input type="checkbox"/> Structures activities to encourage and teach sharing | | | | | | |
| <input type="checkbox"/> Structures activities to encourage and teach turn taking | | | | | | |
| <input type="checkbox"/> Structures activities to encourage and teach requesting and distributing items | | | | | | |
| <input type="checkbox"/> Structures activities to encourage and teach working cooperatively | | | | | | |
| Comments: | | | | | | |

Date 1 Completed: _____

Date 2 Completed: _____



Inventory of Practices for Promoting Social Emotional Competence

Social and Emotional Teaching Strategies

| Skills and Indicators | Consistently | Occasionally | Seldom | Target for training? | | Observations/Evidence |
|---|--------------|--------------|----------|----------------------|-----------|-----------------------|
| | | | | YES | NO | |
| 19. Promotes identification and labeling of emotions in self and others | 3 | 2 | 1 | YES | NO | |
| <input type="checkbox"/> Uses photographs, pictures, and posters that portray people in various emotional states | | | | | | |
| <input type="checkbox"/> Uses validation, acknowledgment, mirroring back, labeling feelings, voice tones, or gestures to show an understanding of children's feelings | | | | | | |
| <input type="checkbox"/> Assists children in recognizing and understanding how a classmate might be feeling by pointing out facial expressions, voice tone, body language, or words | | | | | | |
| <input type="checkbox"/> Uses real-life situations to practice problem solving, beginning with defining the problem and emotions involved | | | | | | |
| Comments: | | | | | | |
| 20. Explores the nature of feelings and the appropriate ways they can be expressed | 3 | 2 | 1 | YES | NO | |
| <input type="checkbox"/> Teaches that all emotions are okay, but not all expressions are okay | | | | | | |
| <input type="checkbox"/> 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) | | | | | | |
| <input type="checkbox"/> Uses opportunities to comment on occasions when children state they are feeling upset or angry but are remaining calm | | | | | | |
| Comments: | | | | | | |

Date 1 Completed: _____

Date 2 Completed: _____



Inventory of Practices for Promoting Social Emotional Competence

Social Emotional Teaching Strategies

| Skills and Indicators | Consistently | Occasionally | Seldom | Target for training? | | Observations/Evidence |
|---|--------------|--------------|--------|----------------------|----|-----------------------|
| | | | | YES | NO | |
| 21. Models appropriate expressions and labeling of their own emotions and self-regulation throughout the course of the day | 3 | 2 | 1 | YES | NO | |
| <input type="checkbox"/> Labels positive feelings | | | | | | |
| <input type="checkbox"/> Labels negative feelings paired with actions to regulate | | | | | | |
| Comments: | | | | | | |
| 22. Creates a planned approach for problem solving processes within the classroom | 3 | 2 | 1 | YES | NO | |
| <input type="checkbox"/> Individualizes the planned approach to the appropriate level of the child | | | | | | |
| <input type="checkbox"/> 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. | | | | | | |
| <input type="checkbox"/> "Problematizes" situations throughout the day to allow children opportunities to generate solutions | | | | | | |
| <input type="checkbox"/> Takes time to support children through the problem solving process during heated moments | | | | | | |
| <input type="checkbox"/> Comments on and reinforces children's problem solving efforts | | | | | | |
| Comments: | | | | | | |
| 23. Promotes children's individualized emotional regulation that will enhance positive social interactions within the classroom | 3 | 2 | 1 | YES | NO | |
| <input type="checkbox"/> Helps children recognize cues of emotional escalation | | | | | | |
| <input type="checkbox"/> Helps children identify appropriate choices | | | | | | |
| <input type="checkbox"/> Helps children try solutions until the situation is appropriately resolved | | | | | | |
| <input type="checkbox"/> Displays photographs of children working out situations | | | | | | |
| Comments: | | | | | | |

Date 1 Completed: _____

Date 2 Completed: _____



Inventory of Practices for Promoting Social Emotional Competence

Individualized Intensive Interventions

| Skills and Indicators | Consistently | Occasionally | Seldom | Target for training? | | Observations/Evidence |
|---|--------------|--------------|----------|----------------------|-----------|-----------------------|
| | | | | YES | NO | |
| 24. Teams with family to develop support plans | 3 | 2 | 1 | YES | NO | |
| <input type="checkbox"/> Invites family to participate in behavior support process from the beginning | | | | | | |
| <input type="checkbox"/> Accommodates family schedule | | | | | | |
| <input type="checkbox"/> Encourages family to assist in the development of plan | | | | | | |
| <input type="checkbox"/> Ensures that the plan addresses family and child care issues | | | | | | |
| Comments: | | | | | | |
| 25. Teams use functional assessment | 3 | 2 | 1 | YES | NO | |
| <input type="checkbox"/> Conducts observations | | | | | | |
| <input type="checkbox"/> Completes interviews | | | | | | |
| <input type="checkbox"/> Develops hypothesis | | | | | | |
| Comments: | | | | | | |
| 26. Develops and implements behavior support plan | 3 | 2 | 1 | YES | NO | |
| <input type="checkbox"/> Includes replacement skills | | | | | | |
| <input type="checkbox"/> Includes prevention strategies | | | | | | |
| <input type="checkbox"/> Includes new responses | | | | | | |
| Comments: | | | | | | |
| 27. Teaches replacement skills | 3 | 2 | 1 | YES | NO | |
| <input type="checkbox"/> Replacement skills are taught throughout the day | | | | | | |
| <input type="checkbox"/> Replacement skills are taught when challenging behavior is not occurring | | | | | | |
| <input type="checkbox"/> Consistently provides positive reinforcement for appropriate behavior | | | | | | |
| Comments: | | | | | | |

Date 1 Completed: _____

Date 2 Completed: _____



Inventory of Practices for Promoting Social Emotional Competence

Individualized Intensive Interventions

| Skills and Indicators | Consistently | Occasionally | Seldom | Target for training? | | Observations/Evidence |
|---|--------------|--------------|----------|----------------------|----|-----------------------|
| | | | | YES | NO | |
| 28. Monitors progress | 3 | 2 | 1 | | | |
| <input type="checkbox"/> Measures and monitors changes in challenging behavior | | | | | | |
| <input type="checkbox"/> Measures and monitors acquisition of replacement skills | | | | | | |
| <input type="checkbox"/> Team meets periodically to review child progress, plan implementation, and to develop new support strategies | | | | | | |
| Comments: | | | | | | |
| | | | | | | |

Date 1 Completed: _____

Date 2 Completed: _____



Action Plan for Promoting Social Emotional Competence

Building Positive Relationships

| Skills and Indicators | Strategies I will use to implement new practices or support others in implementing new practices | Supports and resources needed to accomplish these activities |
|--|--|--|
| <p>1. Develops meaningful relationships with children and families</p> <ul style="list-style-type: none"> <input type="checkbox"/> Greets children on arrival; calls by name <input type="checkbox"/> Communicates with children at eye level <input type="checkbox"/> Verbally interacts with individual children during routines and activities <input type="checkbox"/> Participates in children's play when appropriate <input type="checkbox"/> Shows respect, consideration, warmth to all children <input type="checkbox"/> Speaks calmly to children <input type="checkbox"/> Uses a variety of strategies for building relationships with all children <input type="checkbox"/> Attends to children in positive ways at times when children are not engaging in challenging behavior <input type="checkbox"/> Uses a variety of strategies for building relationships with all families <input type="checkbox"/> Creates a classroom that is a place that children and families like to be (i.e., feel comfortable, welcome, and safe) | | |
| <p>2. Examines personal, family, and cultural views of child's challenging behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> Considers personal beliefs regarding the acceptability and unacceptability of specific types of child behavior <input type="checkbox"/> Considers personal beliefs regarding the causes of specific types of unacceptable child behavior <input type="checkbox"/> Acknowledges contrasting or conflicting beliefs held by others regarding acceptable and unacceptable types of child behavior | | |

Date 1 Completed: _____

Date 2 Completed: _____



Action Plan for Promoting Social Emotional Competence

Building Positive Relationships

| Skills and Indicators | Strategies I will use to implement new practices or support others in implementing new practices | Supports and resources needed to accomplish these activities |
|--|--|--|
| <p>3. Examines own attitudes toward challenging behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understands the relationship between children's social emotional development and challenging behaviors <input type="checkbox"/> Understands that children's challenging behaviors are conveying some type of message <input type="checkbox"/> Understands there are many things that can be done to prevent challenging behaviors <input type="checkbox"/> Identifies what children's behaviors "push my buttons" <input type="checkbox"/> Develops strategies for dealing with situations when children's behaviors "push my buttons" <input type="checkbox"/> Works together with a team to problem solve around issues related to challenging behaviors | | |

Date 1 Completed: _____

Date 2 Completed: _____



Action Plan for Promoting Social Emotional Competence

Designing Supportive Environments

| Skills and Indicators | Strategies I will use to implement new practices or support others in implementing new practices | Supports and resources needed to accomplish these activities |
|---|--|--|
| <p>4. Designs the physical environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Arranges traffic patterns in classroom so that there are not wide open spaces that allow children to run <input type="checkbox"/> Removes obstacles that make it difficult for children with physical disabilities to move around the room <input type="checkbox"/> Clearly defines boundaries in learning centers <input type="checkbox"/> Arranges learning centers to allow room for multiple children <input type="checkbox"/> Provides a variety of materials in all learning centers <input type="checkbox"/> Designs learning centers so that children spend time evenly across centers <input type="checkbox"/> Considers children's interests when deciding what to put in learning centers <input type="checkbox"/> Makes changes and additions to learning centers on a regular basis <input type="checkbox"/> Visually closes learning centers when they are not an option | | |
| <p>5. Develops schedules and routines</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designs schedule to include a balance of large group and small group activities <input type="checkbox"/> Designs schedule to minimize the amount of time children spend making transitions between activities <input type="checkbox"/> Implements schedule consistently <input type="checkbox"/> Teaches children about the schedule <input type="checkbox"/> Provides explanations when changes in the schedule are necessary | | |

Date 1 Completed: _____

Date 2 Completed: _____



Action Plan for Promoting Social Emotional Competence

Designing Supportive Environments

| Skills and Indicators | Strategies I will use to implement new practices or support others in implementing new practices | Supports and resources needed to accomplish these activities |
|--|--|--|
| <p>6. Ensures smooth transitions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Structures transitions so children do not have to spend excessive time waiting with nothing to do <input type="checkbox"/> Teaches children the expectations associated with transitions <input type="checkbox"/> Provides warnings to children prior to transitions <input type="checkbox"/> Individualizes the warnings prior to transitions so that all children understand them | | |
| <p>7. Designs activities to promote engagement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plans and conducts large group activities with specific goals in mind for the children <input type="checkbox"/> Varies the topics and activities in the large group from day to day <input type="checkbox"/> Provides opportunities for children to be actively involved in large group activities <input type="checkbox"/> Varies speech and intonation to maintain the children's interests in the large group activity <input type="checkbox"/> Monitors children's behavior and modifies plans when children lose interest in large group activities <input type="checkbox"/> Plans and conducts small group activities with specific goals in mind for each child <input type="checkbox"/> Plans and conducts fun small group activities <input type="checkbox"/> Uses peers as models during small group activities <input type="checkbox"/> Monitors children's behavior and modifies plans when children lose interest in small group activities <input type="checkbox"/> Makes adaptations and modifications to ensure that all children can be involved in a meaningful way in any activity <input type="checkbox"/> Uses a variety of ways to teach the expectations of specific activities so that all children understand them | | |

Date 1 Completed: _____

Date 2 Completed: _____



Action Plan for Promoting Social Emotional Competence

Designing Supportive Environments

| Skills and Indicators | Strategies I will use to implement new practices or support others in implementing new practices | Supports and resources needed to accomplish these activities |
|--|--|--|
| <p>8. Giving Directions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gains child's attention before giving directions <input type="checkbox"/> Minimizes the number of directions <input type="checkbox"/> Individualizes the way directions are given <input type="checkbox"/> Gives clear directions <input type="checkbox"/> Gives directions that are positive <input type="checkbox"/> Gives children time to respond to directions <input type="checkbox"/> Gives children choices and options when appropriate <input type="checkbox"/> Follows through with positive acknowledgments of children's behavior | | |
| <p>9. Establishes and enforces clear rules, limits, and consequences for behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifies appropriate classroom rules with children <input type="checkbox"/> Teaches rules in developmentally appropriate ways <input type="checkbox"/> Provides opportunities for children to practice classroom rules <input type="checkbox"/> States rules positively and specifically (avoids words "no" and "don't" as much as possible) <input type="checkbox"/> Keeps rules to manageable number (3-6) <input type="checkbox"/> Frequently reinforces children for appropriate behavior <input type="checkbox"/> Identifies consequences for both following and not following rules <input type="checkbox"/> Makes sure all adults in classroom know rules and consequences <input type="checkbox"/> Enforces rules and consequences consistently and fairly | | |

Date 1 Completed: _____

Date 2 Completed: _____



Action Plan for Promoting Social Emotional Competence

Designing Supportive Environments

| Skills and Indicators | Strategies I will use to implement new practices or support others in implementing new practices | Supports and resources needed to accomplish these activities |
|---|--|--|
| <p>10. Engages in ongoing monitoring and positive attention</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gives children time and attention when engaging in appropriate behavior <input type="checkbox"/> Monitors adults' interactions with children throughout the day | | |
| <p>11. Uses positive feedback and encouragement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses positive feedback and encouragement contingent on appropriate behavior <input type="checkbox"/> Provides descriptive feedback and encouragement <input type="checkbox"/> Conveys enthusiasm while giving positive feedback and encouragement <input type="checkbox"/> Uses positive feedback and encouragement contingent on child's efforts. <input type="checkbox"/> Provides nonverbal cues of appreciation <input type="checkbox"/> Recognizes that there are individual variations in what forms of acknowledgment are interpreted as positive by children <input type="checkbox"/> Involves other adults in acknowledging children <input type="checkbox"/> Models positive feedback and encouragement frequently | | |

Date 1 Completed: _____

Date 2 Completed: _____



Action Plan for Promoting Social Emotional Competence

Social Emotional Teaching Strategies

| Skills and Indicators | Strategies I will use to implement new practices or support others in implementing new practices | Supports and resources needed to accomplish these activities |
|--|--|--|
| <p>12. Interacts with children to develop their self-esteem</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates active listening with children <input type="checkbox"/> Avoids judgmental statements <input type="checkbox"/> Responds to children's ideas <input type="checkbox"/> Recognizes children's efforts <input type="checkbox"/> Shows empathy and acceptance of children's feelings | | |
| <p>13. Shows sensitivity to individual children's needs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Respects and accommodates individual needs, personalities, and characteristics <input type="checkbox"/> Adapts and adjusts accordingly (instruction, curriculum, materials, etc.) <input type="checkbox"/> Conveys acceptance of individual differences (culture, gender, sensory needs, language, abilities) through planning, material selection, and discussion of topics | | |
| <p>14. Encourages autonomy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides children with opportunities to make choices <input type="checkbox"/> Allows children time to respond and/or complete task independently before offering assistance <input type="checkbox"/> Creates opportunities for decision making, problem solving, and working together <input type="checkbox"/> Teaches children strategies for self-regulating and/or self-monitoring behaviors | | |

Date 1 Completed: _____

Date 2 Completed: _____



Action Plan for Promoting Social Emotional Competence

Social Emotional Teaching Strategies

| Skills and Indicators | Strategies I will use to implement new practices or support others in implementing new practices | Supports and resources needed to accomplish these activities |
|--|--|--|
| <p>15. Capitalizes on the presence of typically developing peers</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilizes peers as models of desirable social behavior <input type="checkbox"/> Encourages peer partners/buddies (i.e., hold hands during transitions, play partner, clean-up buddy, etc.) <input type="checkbox"/> Demonstrates sensitivity to peer preferences and personalities <input type="checkbox"/> Shows an understanding of developmental levels of interactions and play skills | | |
| <p>16. Utilizes effective environmental arrangements to encourage social interactions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Considers peer placement during classroom activities <input type="checkbox"/> Effectively selects, arranges, and utilizes materials that promote interactions (high interest, novel, culturally meaningful) <input type="checkbox"/> Effectively selects, arranges, and implements activities that promote interactions (high interest, novel, culturally meaningful) <input type="checkbox"/> Develops interaction opportunities within classroom routines (i.e., table captain, clean-up partner, snack set-up, etc.) | | |

Date 1 Completed: _____

Date 2 Completed: _____



Action Plan for Promoting Social Emotional Competence

Social Emotional Teaching Strategies

| Skills and Indicators | Strategies I will use to implement new practices or support others in implementing new practices | Supports and resources needed to accomplish these activities |
|--|--|--|
| <p>17. Uses prompting and reinforcement of interactions effectively</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides sincere, enthusiastic feedback to promote and maintain social interactions <input type="checkbox"/> Waits until interactions are finished before reinforcing; does not interrupt interactions <input type="checkbox"/> Models phrases children can use to initiate and encourage interactions <input type="checkbox"/> Gives general reminders to “play with your friends” <input type="checkbox"/> Facilitates interactions by supporting and suggesting play ideas <input type="checkbox"/> Ensures that interactions are mostly child-directed not teacher-directed during free play | | |
| <p>18. Provides instruction to aid in the development of social skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes social interaction goals on the IEP <input type="checkbox"/> Teaches appropriate social skills through lessons and role-playing opportunities <input type="checkbox"/> Incorporates cooperative games, lessons, stories, and activities that promote altruistic behavior into planning <input type="checkbox"/> Structures activities to encourage and teach sharing <input type="checkbox"/> Structures activities to encourage and teach turn taking <input type="checkbox"/> Structures activities to encourage and teach requesting and distributing items <input type="checkbox"/> Structures activities to encourage and teach working cooperatively | | |

Date 1 Completed: _____

Date 2 Completed: _____



Action Plan for Promoting Social Emotional Competence

Social Emotional Teaching Strategies

| Skills and Indicators | Strategies I will use to implement new practices or support others in implementing new practices | Supports and resources needed to accomplish these activities |
|---|--|--|
| <p>19. Promotes identification and labeling of emotions in self and others</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses photographs, pictures, and posters that portray people in various emotional states <input type="checkbox"/> Uses validation, acknowledgment, mirroring back, labeling feelings, voice tones, or gestures to show an understanding of children's feelings <input type="checkbox"/> Assists children in recognizing and understanding how a classmate might be feeling by pointing out facial expressions, voice tone, body language, or words <input type="checkbox"/> Uses real-life situations to practice problem solving, beginning with defining the problem and emotions involved | | |
| <p>20. Explores the nature of feelings and the appropriate ways they can be expressed</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teaches that all emotions are okay, but not all expressions are okay <input type="checkbox"/> 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) <input type="checkbox"/> Uses opportunities to comment on occasions when children state they are feeling upset or angry but are remaining calm | | |

Date 1 Completed: _____

Date 2 Completed: _____



Action Plan for Promoting Social Emotional Competence

Social Emotional Teaching Strategies

| Skills and Indicators | Strategies I will use to implement new practices or support others in implementing new practices | Supports and resources needed to accomplish these activities |
|--|--|--|
| <p>21. Models appropriate expressions and labeling of their own emotions and self-regulation throughout the course of the day</p> <ul style="list-style-type: none"> <input type="checkbox"/> Labels positive feelings <input type="checkbox"/> Labels negative feelings paired with actions to regulate | | |
| <p>22. Creates a planned approach for problem solving processes within the classroom</p> <ul style="list-style-type: none"> <input type="checkbox"/> Individualizes the planned approach to the appropriate level of the child <input type="checkbox"/> Systematically teaches the problem solving steps: <ul style="list-style-type: none"> (a) What is my problem? (b) What are some solutions? (c) What would happen next? (d) Try out the solution. <input type="checkbox"/> "Problematizes" situations throughout the day to allow children opportunities to generate solutions <input type="checkbox"/> Takes time to support children through the problem solving process during heated moments <input type="checkbox"/> Comments on and reinforces children's problem solving efforts | | |

Date 1 Completed: _____

Date 2 Completed: _____



Action Plan for Promoting Social Emotional Competence

Social Emotional Teaching Strategies

| Skills and Indicators | Strategies I will use to implement new practices or support others in implementing new practices | Supports and resources needed to accomplish these activities |
|---|--|--|
| <p>23. Promotes children's individualized emotional regulation that will enhance positive social interactions within the classroom</p> <ul style="list-style-type: none"> <input type="checkbox"/> Helps children recognize cues of emotional escalation <input type="checkbox"/> Helps children identify appropriate choices <input type="checkbox"/> Helps children try solutions until the situation is appropriately resolved <input type="checkbox"/> Displays photographs of children working out situations | | |

Date 1 Completed: _____

Date 2 Completed: _____



Action Plan for Promoting Social Emotional Competence

Individualized Intensive Interventions

| Skills and Indicators | Strategies I will use to implement new practices or support others in implementing new practices | Supports and resources needed to accomplish these activities |
|---|--|--|
| <p>24. Teams with family to develop support plans</p> <ul style="list-style-type: none"> <input type="checkbox"/> Invites family to participate in behavior support process from the beginning <input type="checkbox"/> Accommodates family schedule <input type="checkbox"/> Encourages family to assist in the development of plan <input type="checkbox"/> Ensures that the plan addresses family and child care issues | | |
| <p>25. Teams use functional assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conducts observations <input type="checkbox"/> Completes interviews <input type="checkbox"/> Develops hypothesis | | |
| <p>26. Develops and implements behavior support plan</p> <ul style="list-style-type: none"> <input type="checkbox"/> Includes replacement skills <input type="checkbox"/> Includes prevention strategies <input type="checkbox"/> Includes new responses | | |
| <p>27. Teaches replacement skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Replacement skills are taught throughout the day <input type="checkbox"/> Replacement skills are taught when challenging behavior is not occurring <input type="checkbox"/> Consistently provides positive reinforcement for appropriate behavior | | |

Date 1 Completed: _____

Date 2 Completed: _____



Action Plan for Promoting Social Emotional Competence

Individualized Intensive Interventions

| Skills and Indicators | Strategies I will use to implement new practices or support others in implementing new practices | Supports and resources needed to accomplish these activities |
|---|--|--|
| <p>28. Monitors progress</p> <ul style="list-style-type: none"> <input type="checkbox"/> Measures and monitors changes in challenging behavior <input type="checkbox"/> Measures and monitors acquisition of replacement skills <input type="checkbox"/> Team meets periodically to review child progress, plan implementation, and to develop new support strategies | | |

Date 1 Completed: _____

Date 2 Completed: _____



Talking with Families about Problem Behavior: Do's and Don'ts

| Do | Don't |
|---|---|
| <ol style="list-style-type: none"> 1. Begin the discussion by expressing concern about the child. 2. Let the parent know that your goal is to help the child. 3. Ask the parent if he or she has experienced similar situations and are concerned. 4. Tell the parent that you want to work with the family to help the child develop appropriate behavior and social skills. 5. Tell the parent about what is happening in the classroom but only after the parent understands that you are concerned about the child, not blaming the family. 6. Offer to work with the parent in the development of a behavior support plan that can be used at home and in the classroom. 7. Emphasize that your focus will be to help the child develop the skills needed to be successful in the classroom. The child needs instruction and support. 8. Stress that if you can work together, you are more likely to be successful in helping the child learn new skills. | <ol style="list-style-type: none"> 1. Begin the discussion by indicating that the child's behavior is not tolerable. 2. Indicate that the child must be punished or "dealt with" by the parent. 3. Ask the parent if something has happened at home to cause the behavior. 4. Indicate that the parent should take action to resolve the problem at home. 5. Initiate the conversation by listing the child's challenging behavior. Discussions about challenging behavior should be framed as "the child is having a difficult time" rather than losing control. 6. Leave it up to the parent to manage problems at home; develop a plan without inviting family participation. 7. Let the parent believe that the child needs more discipline. 8. Minimize the importance of helping the family understand and implement positive behavior support. |

Reframing Activity

(adapted from Multicultural Early Childhood Team Training, 1998)

| PROBLEM STATEMENT | REFRAMED STATEMENT |
|---|--|
| 1. He whines from the moment he gets here until the time he gets on the bus to go home. | <i>Possible responses: He must really miss his family.</i> |
| 2. She is clingy not only with her mother but with other adults as well. | <i>She might be slow to warm up in new settings or in the presence of other children and adults.</i> |
| 3. I have to watch him like a hawk or he'll run down the hall or go out the gate. | <i>He may not understand my expectations about staying with the group. He is very active.</i> |
| 4. She constantly knocks over other children's constructions or destroys other children's art work. | <i>She may want to join other children's play, and she may not know how to ask. She may be frustrated because she does not know how to play with the materials or complete her art project.</i> |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |



21 WAYS TO FOSTER A CONNECTION WITH A CHILD

1. Ask questions.
2. Give warm greetings and good-byes.
3. Laugh together.
4. Play.
5. Listen.
6. Validate feelings.
7. Encourage effort.
8. Give affection.
9. Share in activities.
10. Provide support.
11. Remember what a child tells you.
12. Let the child take the lead.
13. Encourage friendships.
14. Share personal stories.
15. Create special handshakes.
16. Listen to a child's favorite music.
17. Incorporate child's interest.
18. Get on the floor.
19. Give classroom jobs.
20. Maintain eye contact.
21. Call home for GOOD behavior.



50 WAYS TO ENCOURAGE A CHILD

1. (Thumbs up)
2. You're on the right track now.
3. You've worked so hard on that.
4. I heard you say how you feel, that's great.
5. Oh, that turned out very well.
6. That's coming along nicely.
7. I'm proud of the way you worked today.
8. You've just about got it.
9. That's the best you've ever done.
10. You stayed so calm during that problem.
11. That's it!
12. Now you've figured it out!
13. That's quite an improvement.
14. I knew you could do it.
15. Congratulations!
16. I love hearing your words.
17. What a super star you are.
18. You solved the problem!
19. Keep working on it, you're almost there!
20. Now you have it!
21. Your brain must be working hard, you figured that out quickly.
22. I'll bet you are proud of yourself.
23. One more time and you'll have it.
24. Great idea!
25. You're amazing!
26. Terrific teamwork!
27. Nothing can stop you now.
28. You have such creative ideas.
29. That's the way to do it.
30. Sensational!
31. You must have been practicing.
32. You handled that so well.
33. I like how you think.
34. Good remembering.
35. You know just what to do!
36. You are really persisting with this.
37. You expressed yourself so well.
38. You did it!
39. I knew you two could figure it out together.
40. Excellent job saying how you feel.
41. I know it's hard, but you are almost there.
42. Fantastic problem solving!
43. I love hearing your ideas.
44. I know that was hard for you, but you stayed so calm.
45. Yes!
46. Look at how you helped each other!
47. You finished faster because you worked together.
48. You kept trying!
49. Excellent try.
50. You are a creative thinker.

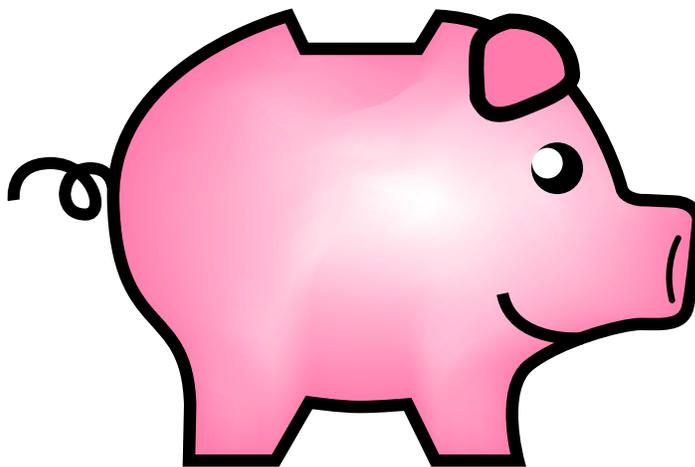
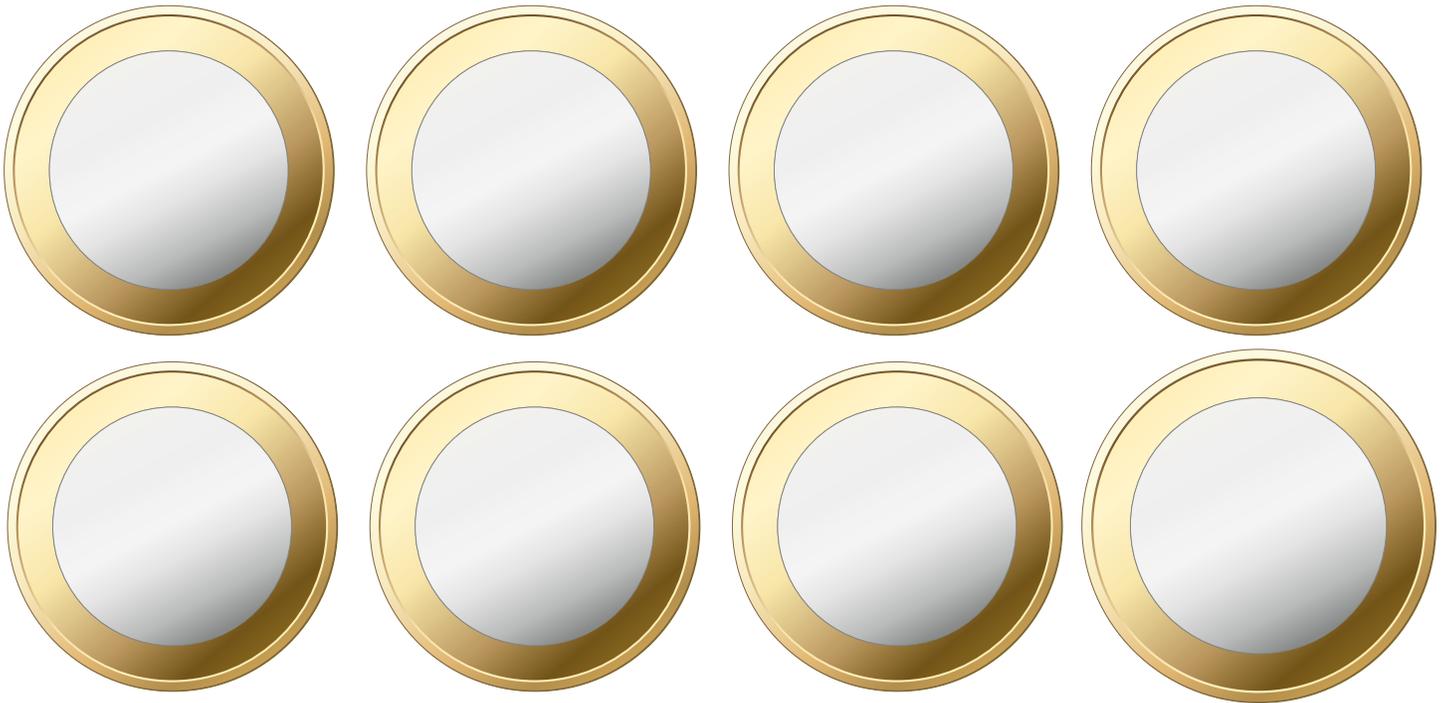




FILL UP A CHILD'S "PIGGY BANK" EVERY DAY!

Directions:

Print out this worksheet and fill in the coins with ideas for how you will actively build relationships with children by making deposits in their "piggy bank." Consider posting it in a visible spot in the classroom or bring it to a planning meeting and let each staff member fill in a coin. It may be used for whole-class deposits or for ideas that would appeal to individual children. It would also make a nice activity to send home to families to help them visualize the idea of making deposits in their child's "piggy bank" at home.





HOW DO YOU PARTNER WITH FAMILIES?

Families, teachers, and schools who work together are better able to help children learn and succeed in school. To build an interactive partnership with families, you need a variety of approaches. Consider these key ways to build strong ties as part of your program's efforts to engage families.

Celebrate family strengths:

- Support families as children's lifelong teachers. Encourage them to speak their home language and share interests with their child.
- Ask families if they would like to share about their culture with recipes, stories, songs, language, and traditional dress. Learn about the cultures of the families. Ask families to help choose materials and activities for class that reflect those cultures.



Communicate often and in ways that are best for families:

- Find out how families want to communicate—email, in person, phone calls, or a website. Have informal chats and longer conversations.
- Find ways to communicate with all families. Use interpreters, learn words in home languages, and translate written material.
- Exchange information with families about their child. Include their child's daily successes and learning progress.



Support families in ways that they want to participate:

- Ask parents about how they would like to help, either at school or at home, to support their child's learning, class activities, and school.
- Encourage them to take a leadership role in school activities and decisions.

Create a friendly environment:

- Seek out families' ideas about what would feel welcoming to them.
- Provide adult furniture, a parent lounge, and invitations to visit.

REFLECT ON FAMILIES AS PARTNERS

When you partnered with families in the past, what was successful and why?

What has been challenging in your work with families?

What would you like to improve?

What is your new goal in building relationships with families?

What resources will help you reach your goal?

For more information, contact us at: NCQTL@UW.EDU or **877-731-0764**.

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