

Practice Implementation Checklist: Promoting Active Engagement

Place a star next to the items you feel are a strength for you.

Then, check any of the boxes that apply.

I would like to...

| Promoting Children's Active Engagement | Learn more about this | Do this more often | Do in other routines or differently | Do this in better ways |
|--|-----------------------|--------------------|-------------------------------------|------------------------|
| I attempt to encourage unengaged children to become engaged | | | | |
| I use different ways to keep children engaged in activities | | | | |
| I give positive attention & comments to children who are engaged | | | | |
| I provide <u>toddlers</u> the opportunity to make choices | | | | |
| I work together with other adults in the classroom to make sure all children are engaged | | | | |

My Notes:



Practice Implementation Checklist: Behavioral Expectations

Place a star next to the items you feel are a strength for you.

Then, check any of the boxes that apply.

I would like to...

| Communicate & provide feedback about behavioral expectations | Learn more about this | Do this more often | Do in other routines or differently | Do this in better ways |
|---|-----------------------|--------------------|-------------------------------------|------------------------|
| Expectations are developmentally appropriate & individualized as needed | | | | |
| Let toddler know what they <u>should do</u> in a positive tone | | | | |
| Demonstrate behavioral expectations through modeling | | | | |
| Acknowledge & encourage appropriate behaviors | | | | |
| Use simple words to explain natural consequence of unsafe behavior | | | | |
| Provide feedback to toddlers when behavior does not meet expectations | | | | |
| Anticipate potential conflict and provide guidance before situation gets out of control | | | | |

My Notes:



Practice Implementation Checklist: Building Relationships

Directions: Place a star next to the items you feel are a strength for you.
Then, check any of the boxes that apply.

I would like to...

| Provide opportunities for communication & relationship building | Learn more about this | Do this more often | Do in other routines or differently | Do this in better ways |
|--|-----------------------|--------------------|-------------------------------------|------------------------|
| Talk often to individual children | | | | |
| Comment on & join in children's activities & follows child's lead by matching focus of child's attention | | | | |
| Imitate & expand on children's vocalizations or actions | | | | |
| Listen & respond to children's attempts to communicate | | | | |
| Encourage child communications, skills, behaviors, & activities through positive statements | | | | |
| Provide opportunities & time for children to initiate interactions, take turns, and respond | | | | |
| Use alternative strategies to communicate with children who have delays or are dual language | | | | |

My Notes:



Practice Implementation Checklist: Communicating with Families

Directions: Place a star next to the items you feel are a strength for you.
Then, check any of the boxes that apply.

I would like to...

| Engaging parents in supporting their child's social-emotional development | Learn more about this | Do this more often | Do in other routines or differently | Do this in better ways |
|--|-----------------------|--------------------|-------------------------------------|------------------------|
| Provide information to parents about social-emotional milestones | | | | |
| Give families specific strategies that they can use to promote their child's social-emotional development | | | | |
| Work together with parents to collect information when there is a concern about a child | | | | |
| Provide families with information on community resources related to children's social-emotional development (e.g. parenting classes or mental health services) | | | | |
| Works together with the family and other mental health support services when needed | | | | |

My Notes:



Practice Implementation Checklist: Warmth & Responsivity

Place a star next to the items you feel are a strength for you.

Then, check any of the boxes that apply.

I would like to...

| Demonstrate warmth & be responsive to individual children | Learn more about this | Do this more often | Do in other routines or differently | Do this in better ways |
|--|-----------------------|--------------------|-------------------------------------|------------------------|
| Positive, calm, & supportive tone to class | | | | |
| Stay at child's level during interactions almost all the time | | | | |
| Use warm, responsive tone, make eye contact, and smile when interacting with children | | | | |
| Show physical affection toward children | | | | |
| Greet & acknowledge children warmly upon arrival & when they enter an activity or area | | | | |
| Show interest in child; patient with children's initiations | | | | |
| Readily participate in children's play & activities | | | | |

My Notes:



Practice Implementation Checklist: Environmental Arrangement

Directions: Place a star next to the items you feel are a strength for you.
Then, check any of the boxes that apply.

I would like to...

| Arrange environment to foster social emotional development | Learn more about this | Do this more often | Do in other routines or differently | Do this in better ways |
|--|-----------------------|--------------------|-------------------------------------|------------------------|
| Environment includes variety of developmental toys and play areas to support engagement and social interaction. | | | | |
| Play spaces are designed for use by multiple children and to promote social interaction | | | | |
| In rooms for children under 12 months, there is open space for infants to have "tummy time" | | | | |
| In rooms for toddlers who are capable of running, traffic patterns in the classroom are arranged so that there are no wide open spaces for running | | | | |
| Books, materials and posters that foster social awareness and help children learn about cultural and individual differences are available | | | | |

My Notes:



Practice Implementation Checklist: Engaging Parents

Directions: Place a star next to the items you feel are a strength for you.
Then, check any of the boxes that apply.

I would like to...

| Communicating with families and promoting family involvement | Learn more about this | Do this more often | Do in other routines or | Do this in better ways |
|---|-----------------------|--------------------|-------------------------|------------------------|
| Regularly provides families with information on what is going on in the classroom | | | | |
| Have a system for communicating with families about the daily experiences of individual children | | | | |
| Have different approaches to reach different families | | | | |
| Have a system for getting information from families on an ongoing basis about what is happening at home | | | | |
| Use a variety of strategies to promote family involvement in the classroom | | | | |

My Notes:



Practice Implementation Checklist: Peer Interactions

Place a star next to the items you feel are a strength for you.

Then, check any of the boxes that apply.

I would like to...

| Promoting positive peer interactions | Learn more about this | Do this more often | Do in other routines or differently | Do this in better ways |
|---|-----------------------|--------------------|-------------------------------------|------------------------|
| Encourage children to be aware of & care about their peers | | | | |
| Encourage children to initiate or maintain interactions with their peers throughout the day | | | | |
| Provide positive descriptive comments to children who are engaging in positive peer interactions | | | | |
| Offer comfort when negative social interactions occur among children | | | | |
| Model social skills for children such as sharing, gentle touching, requesting, or using words | | | | |
| Help children understand their peers' intentions | | | | |
| Use a variety of developmentally appropriate strategies, materials, and activities to encourage peer to peer interactions | | | | |

My Notes:



Practice Implementation Checklist: Distress & Challenging Behaviors

Place a star next to the items you feel are a strength for you.

Then, check any of the boxes that apply.

I would like to...

| Respond to children in distress & manage challenging behaviors | Learn more about this | Do this more often | Do in other routines or differently | Do this in better ways |
|--|-----------------------|--------------------|-------------------------------------|------------------------|
| Remain calm & supportive during distressful episodes | | | | |
| Immediately respond to child in distress to assess child's status | | | | |
| Provide attention when child is calm & behaving appropriately | | | | |
| Use challenges as an opportunity to help children recognize & deal with emotions | | | | |
| Provide support to toddlers to help them problem solve, when appropriate | | | | |
| Use strategies such as redirection and/or planned ignoring with toddlers who engage in challenging behaviors | | | | |
| Use variety of strategies to calm, soothe, or console children in distress on an individual basis | | | | |

My Notes:



Practice Implementation Checklist: Respond to Emotions & Teach About Feelings

Place a star next to the items you feel are a strength for you.

Then, check any of the boxes that apply.

I would like to...

| Responsive to children's expressions of emotions & teaches about feelings | Learn more about this | Do this more often | Do in other routines or differently | Do this in better ways |
|--|-----------------------|--------------------|-------------------------------------|------------------------|
| Understand and provide labels for children's feelings | | | | |
| Ask questions or expand on children's emotions | | | | |
| Teach children to recognize other's emotions by pointing out peers' feeling to them | | | | |
| Use activities to teach about feelings and feeling words | | | | |
| Label my own emotions in response to real-life classroom situations | | | | |
| Use real-life classroom situations to identify toddlers' feelings when they have conflicts or are frustrated | | | | |
| Use real-life classroom situations to help toddlers problem-solve | | | | |

My Notes:



Practice Implementation Checklist: Disabilities, Delays, & Dual Language

Directions: Place a star next to the items you feel are a strength for you.

Then, check any of the boxes that apply.

I would like to...

| Use specific strategies or modifications for children with disabilities, delays, or dual languages | Learn more about this | Do this more often | Do in other routines or differently | Do this in better ways |
|--|-----------------------|--------------------|-------------------------------------|------------------------|
| Use specific modifications to support social-emotional development of children with disabilities or delays. | | | | |
| Use specific strategies or modifications to promote social-emotional development with children who are dual language learners. | | | | |

My Notes:



Practice Implementation Checklist: Schedules, Routines, & Transitions

Directions: Place a star next to the items you feel are a strength for you.
Then, check any of the boxes that apply.

I would like to...

| Conveying predictability through carefully planned schedule, routines, & transitions | Learn more about this | Do this more often | Do in other routines or differently | Do this in better ways |
|--|-----------------------|--------------------|-------------------------------------|------------------------|
| Post a schedule that describes the daily activities for the entire class. | | | | |
| Follow the classroom schedule for the group but varies it when necessary to meet the needs of individual children | | | | |
| During group transitions for toddlers, use verbal and visual cues and a predictable routine that minimizes excessive waiting | | | | |
| Provide individualized support for children during transitions, providing visual/verbal cues, or physical guidance as needed | | | | |
| Before a transition to a new activity, Convey in developmentally and individually appropriate ways information about what toddlers should expect | | | | |

My Notes:



Practice Implementation Checklist: Collaborate with Peers

Directions: Place a star next to the items you feel are a strength for you.

Then, check any of the boxes that apply.

I would like to...

| Collaborate with peers (other teachers, professionals, providers) to support children's social emotional development | Learn more about this | Do this more often | Do in other routines or differently | Do this in better ways |
|---|-----------------------|--------------------|-------------------------------------|------------------------|
| Most interactions in the classroom between teacher and peers are related to children and classroom activities | | | | |
| All teachers are engaged with children during classroom activities | | | | |
| Tone of adult voices is positive toward other classroom adults | | | | |
| Classroom runs smoothly with all adults appearing to know what they are supposed to be doing for the class. | | | | |
| Information is shared with and communicated to allied professionals (PT, OT, etc.) | | | | |
| Information is incorporated from other team members to classroom staff and parents to assure all needs are met. | | | | |

My Notes:

