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

Purpose of the Inventory: *The Inventory of Practices for Promoting Social and 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) classroom preventive practices, (c) social and emotional teaching strategies, and (d) individualized and 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 and 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 concern- ing 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.

Building Positive Relationships

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

Date 1 Completed: _____   Date 2 Completed: _____

Building Positive Relationships

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

Comments:

Date 1 Completed: _____   Date 2 Completed: _____

Creating Supportive Environments

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

Date 1 Completed: _____   Date 2 Completed: _____

Creating Supportive Environments

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

Creating Supportive Environments

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

Date 1 Completed: _____   Date 2 Completed: _____

Creating Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
10. Ignores misbehavior when appropriate	3	2	1	YES	NO	
❑ Attends to children's positive behaviors more than negative behaviors						
❑ Identifies a small number of behaviors to systematically ignore at any given time						
❑ Plans carefully to provide attention and praise to the prosocial behaviors that are the opposite of the ones you are trying to ignore						
❑ Neutralizes reactions to behaviors that the student is doing that you are trying to ignore						
❑ Returns attention quickly when the student begins behaving appropriately						
❑ Teaches other students to ignore inappropriate behaviors						
Comments:						
11. Uses redirection when appropriate	3	2	1	YES	NO	
❑ Redirects distracted, off-task, or withdrawn students, giving them opportunities to become involved in more productive activities						
Comments:						
12. Engages in ongoing monitoring and positive attention	3	2	1	YES	NO	
❑ Gives children time and attention when engaging in appropriate behavior						
❑ Monitors adults' interactions with children throughout the day						
Comments:						

Date 1 Completed: _____   Date 2 Completed: _____

Creating Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
13. Uses positive feedback and encouragement	3	2	1	YES	NO	
❑ Uses praise and encouragement contingent on appropriate behavior						
❑ Provides descriptive praise and encouragement						
❑ Conveys enthusiasm while giving praise and encouragement						
❑ Uses praise and encouragement contingent on child's efforts.						
❑ Provides non-verbal cues of appreciation						
❑ Recognizes that there are individual variations in what forms of acknowledgment are interpreted as positive by children						
❑ Involves other adults in praising children						
❑ Models praise frequently						

Comments:

Date 1 Completed: _____   Date 2 Completed: _____

Social and Emotional Teaching Strategies

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

Date 1 Completed: _____   Date 2 Completed: _____

Social and Emotional Teaching Strategies

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

Date 1 Completed: _____   Date 2 Completed: _____

Social and Emotional Teaching Strategies

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

Date 1 Completed: _____   Date 2 Completed: _____

Social and Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
21. Promotes identification and labeling of emotions in self and others	3	2	1	YES	NO	
❑ Uses photographs, pictures, and posters that portray people in various emotional states						
❑ Uses validation, acknowledgment, mirroring back, labeling feelings, voice tones, or gestures to show an understanding of children's feelings						
❑ Assists children in recognizing and understanding how a classmate might be feeling by pointing out facial expressions, voice tone, body language, or words						
❑ Uses real life situations to practice problem solving, beginning with defining the problem and emotions involved						
Comments:						
22. Explores the nature of feelings and the appropriate ways they can be expressed	3	2	1	YES	NO	
❑ Teaches that all emotions are okay, but not all expressions are okay						
❑ Labels own emotional states and provides an action statement (e.g., I am feeling frustrated so I better take some deep breaths and calm down)						
❑ Uses opportunities to comment on occasions when children state they are feeling upset or angry but are remaining calm						
Comments:						

Date 1 Completed: _____   Date 2 Completed: _____

Social and Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
23. Models appropriate expressions and labeling of their own emotions and self-regulation throughout the course of the day	3	2	1	YES	NO	
❑ Labels positive feelings						
❑ Labels negative feelings paired with actions to regulate						
Comments:						
24. Creates a planned approach for problem-solving processes within the classroom	3	2	1	YES	NO	
❑ Individualizes the planned approach to the appropriate level of the child						
❑ Systematically teaches the problem-solving steps: a What is my problem? b What are some solutions? c What would happen next? d Try out the solution.						
❑ "Problematizes" situations throughout the day to allow children opportunities to generate solutions						
❑ Takes time to support children through the problem-solving process during heated moments						
❑ Comments on and reinforces children's problem-solving efforts						
Comments:						
25. Promotes children's individualized emotional regulation that will enhance positive social interactions within the classroom	3	2	1	YES	NO	
❑ Helps children recognize cues of emotional escalation						
❑ Helps children identify appropriate choices						
❑ Helps children try solutions until the situation is appropriately resolved						
❑ Displays photographs of children working out situations						
Comments:						

Date 1 Completed: _____   Date 2 Completed: _____

Individualized, Intensive Interventions

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

Date 1 Completed: _____   Date 2 Completed: _____

Individualized, Intensive Interventions

Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
30. Monitors progress	3	2	1	YES	NO	
❑ Measures and monitors changes in problem behavior						
❑ Measures and monitors acquisition of replacement skills						
❑ Team meets periodically to review child progress, plan implementation, and to develop new support strategies						
Comments:						

Date 1 Completed: _____

Date 2 Completed: _____

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
1. Develops meaningful relationships with children and families ❑ Greets children on arrival; calls by name ❑ Communicates with children at eye level ❑ Verbally interacts with individual children during routines and activities ❑ Participates in children's play when appropriate ❑ Shows respect, consideration, warmth to all children ❑ Speaks calmly to children ❑ Uses a variety of strategies for building relationships with all children ❑ Attends to children in positive ways at times when children are not engaging in challenging behavior ❑ Uses a variety of strategies for building relationships with all families ❑ Creates a classroom that is a place that children and families like to be (i.e., feel comfortable, welcome, and safe)		
2. Examines personal, family, and cultural views of challenging child behavior ❑ Considers personal beliefs regarding the acceptability and unacceptability of specific types of child behavior ❑ Considers personal beliefs regarding the causes of specific types of unacceptable child behavior ❑ Acknowledges contrasting or conflicting beliefs held by others regarding acceptable and unacceptable types of child behavior		

Date 1 Completed: _____   Date 2 Completed: _____

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
3. Examines own attitudes toward challenging behavior ❑ Understands the relationship between children's social-emotional development and challenging behaviors ❑ Understands that children's challenging behaviors are conveying some type of message ❑ Understands there are many things that can be done to prevent challenging behaviors ❑ Identifies what children's behaviors "push my buttons" ❑ Develops strategies for dealing with situations when children's behaviors "push my buttons" ❑ Works together with a team to problem solve around issues related to challenging behaviors		

Date 1 Completed: _____   Date 2 Completed: _____

Creating 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
4. Designs the physical environment ❑ Arranges traffic patterns in classroom so that there are not wide open spaces that allow children to run ❑ Removes obstacles that make it difficult for children with physical disabilities to move around the room ❑ Clearly defines boundaries in learning centers ❑ Arranges learning centers to allow room for multiple children ❑ Provides a variety of materials in all learning centers ❑ Designs learning centers so that children spend time evenly across centers ❑ Considers children's interests when deciding what to put in learning centers ❑ Makes changes and additions to learning centers on a regular basis ❑ Visually closes learning centers when they are not an option		
5. Develops schedules and routines ❑ Designs schedule to include a balance of large group and small group activities ❑ Designs schedule to minimize the amount of time children spend making transitions between activities ❑ Implements schedule consistently ❑ Teaches children about the schedule ❑ Provides explanations when changes in the schedule are necessary		

Date 1 Completed: _____   Date 2 Completed: _____

Creating 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
6. Ensures smooth transitions ❑ Structures transitions so children do not have to spend excessive time waiting with nothing to do ❑ Teaches children the expectations associated with transitions ❑ Provides warnings to children prior to transitions ❑ Individualizes the warnings prior to transitions so that all children understand them		
7. Designs activities to promote engagement ❑ Plans and conducts large group activities with specific goals in mind for the children ❑ Varies the topics and activities in the large group from day to day ❑ Provides opportunities for children to be actively involved in large group activities ❑ Varies speech and intonation to maintain the children's interests in the large group activity ❑ Monitors children's behavior and modifies plans when children lose interest in large group activities ❑ Plans and conducts small group activities with specific goals in mind for each child ❑ Plans and conducts fun small group activities ❑ Uses peer as models during small group activities ❑ Monitors children's behavior and modifies plans when children lose interest in small group activities ❑ Makes adaptations and modifications to ensure that all children can be involved in a meaningful way in any activity ❑ Uses a variety of ways to teach the expectations of specific activities so that all children under-stand them		

Date 1 Completed: _____

Date 2 Completed: _____

Creating 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
8. Giving Directions ❑ Gains child's attention before giving directions ❑ Minimizes the number of directions ❑ Individualizes the way directions are given ❑ Gives clear directions ❑ Gives directions that are positive ❑ Gives children time to respond to directions ❑ Gives children choices and options when appropriate ❑ Follows through with positive acknowledgements of children's behavior		
9. Establishes and enforces clear rules, limits, and consequences for behavior ❑ Identifies appropriate classroom rules with children ❑ Teaches rules in developmentally appropriate ways ❑ Provides opportunities for children to practice classroom rules ❑ States rules positively and specifically (avoids words "no" and "don't" as much as possible) ❑ Keeps rules to manageable number (3-6) ❑ Frequently reinforces children for appropriate behavior ❑ Identifies consequences for both following and not following rules ❑ Makes sure all adults in classroom know rules and consequences ❑ Enforces rules and consequences consistently and fairly		

Date 1 Completed: _____   Date 2 Completed: _____

Action Plan for Promoting Social Competence

Creating 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
10. Ignores misbehavior when appropriate ❏ Attends to children's positive behaviors more than negative behavior ❏ Identifies a small number of behaviors to systematically ignore at any given time ❏ Plans carefully to provide attention and praise to the prosocial behaviors that are the opposite of the ones you are trying to ignore ❏ Neutralizes reactions to behaviors that the student is doing that you are trying to ignore ❏ Returns attention quickly when the student begins behaving appropriately ❏ Teaches other students to ignore inappropriate behaviors		
11. Uses redirection when appropriate ❏ Redirects distracted, off-task, or withdrawn students, giving them opportunities to become involved in more productive activities		
12. Engages in ongoing monitoring an positive attention ❏ Gives children time and attention when engaging in appropriate behavior ❏ Monitors adults' interactions with children throughout the day		

Date 1 Completed: _____

Date 2 Completed: _____

Creating 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
13. Uses positive feedback and encouragement ❑ Uses praise and encouragement contingent on appropriate behavior ❑ Provides descriptive praise and encouragement ❑ Conveys enthusiasm while giving praise and encouragement ❑ Uses praise and encouragement contingent on child's efforts. ❑ Provides non-verbal cues of appreciation ❑ Recognizes that there are individual variations in what forms of acknowledgment are interpreted as positive by children ❑ Involves other adults in praising children ❑ Models praise frequently		

Date 1 Completed: _____   Date 2 Completed: _____

Social and 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
14. Interacts with children to develop their self-esteem ❑ Demonstrates active listening with children ❑ Avoids judgmental statements ❑ Responds to children's ideas ❑ Recognizes children's efforts ❑ Shows empathy and acceptance of children's feelings		
15. Shows sensitivity to individual children's needs ❑ Respects and accommodates individual needs, personalities, and characteristics ❑ Adapts and adjusts accordingly (instruction, curriculum, materials, etc.) ❑ Conveys acceptance of individual differences (culture, gender, sensory needs, language, abilities) through planning, material selection, and discussion of topics		
16. Encourages autonomy ❑ Provides children with opportunities to make choices ❑ Allows children time to respond and/or complete task independently before offering assistance ❑ Creates opportunities for decision-making, problem-solving, and working together ❑ Teaches children strategies for self-regulating and/or self-monitoring behaviors		

Date 1 Completed: _____   Date 2 Completed: _____

Social and 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
17. Capitalizes on the presence of typically developing peers ❑ Utilizes peers as models of desirable social behavior ❑ Encourages peer partners/buddies (i.e., hold hands during transitions, play partner, clean-up buddy, etc.) ❑ Demonstrates sensitivity to peer preferences and personalities ❑ Shows an understanding of developmental levels of interactions and play skills		
18. Utilizes effective environmental arrangements to encourage social interactions ❑ Considers peer placement during classroom activities ❑ Effectively selects, arranges, and utilizes materials that promote interactions (high interest, novel, culturally meaningful) ❑ Effectively selects, arranges, and implements activities that promote interactions (high interest, novel, culturally meaningful) ❑ Develops interaction opportunities within classroom routines (i.e., table captain, clean-up partner, snack set-up, etc.)		

Date 1 Completed: _____   Date 2 Completed: _____

Social and 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
19. Uses prompting and reinforcement of interactions effectively ❑ Provides sincere, enthusiastic feedback to promote and maintain social interactions ❑ Waits until interactions are finished before reinforcing; does not interrupt interactions ❑ Models phrases children can use to initiate and encourage interactions ❑ Gives general reminders to "play with your friends" ❑ Facilitates interactions by supporting and suggesting play ideas ❑ Ensures that interactions are mostly child-directed not teacher-directed during free play		
20. Provides instruction to aid in the development of social skills ❑ Includes social interaction goals on the IEP ❑ Teaches appropriate social skills through lessons and role-playing opportunities ❑ Incorporates cooperative games, lessons, stories, and activities that promote altruistic behavior into planning ❑ Structures activities to encourage and teach sharing ❑ Structures activities to encourage and teach turn-taking ❑ Structures activities to encourage and teach requesting and distributing items ❑ Structures activities to encourage and teach working cooperatively		

Date 1 Completed: _____ 　　　　　　　　　Date 2 Completed: _____

Social and 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
21. Promotes identification and labeling of emotions in self and others ❑ Uses photographs, pictures, and posters that portray people in various emotional states ❑ Uses validation, acknowledgment, mirroring back, labeling feelings, voice tones, or gestures to show an understanding of children's feelings ❑ Assists children in recognizing and understanding how a classmate might be feeling by pointing out facial expressions, voice tone, body language, or words ❑ Uses real life situations to practice problem solving, beginning with defining the problem and emotions involved		
22. Explores the nature of feelings and the appropriate ways they can be expressed ❑ Teaches that all emotions are okay, but not all expressions are okay ❑ Labels own emotional states and provides an action statement (e.g., I am feeling frustrated so I better take some deep breaths and calm down) ❑ Uses opportunities to comment on occasions when children state they are feeling upset or angry but are remaining calm		

Date 1 Completed: _____   Date 2 Completed: _____

Social and 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
23. Models appropriate expressions and labeling of their own emotions and self-regulation throughout the course of the day ❑ Labels positive feelings ❑ Labels negative feelings paired with actions to regulate		
24. Creates a planned approach for problem-solving processes within the classroom ❑ Individualizes the planned approach to the appropriate level of the child ❑ Systematically teaches the problem-solving steps: (a) What is my problem? (b) What are some solutions? (c) What would happen next? (d) Try out the solution. ❑ "Problematizes" situations throughout the day to allow children opportunities to generate solutions ❑ Takes time to support children through the problem-solving process during heated moments ❑ Comments on and reinforces children's problem-solving efforts		

Date 1 Completed: _____   Date 2 Completed: _____

Social and 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
25. Promotes children's individualized emotional regulation that will enhance positive social interactions within the classroom ❏ Helps children recognize cues of emotional escalation ❏ Helps children identify appropriate choices ❏ Helps children try solutions until the situation is appropriately resolved ❏ Displays photographs of children working out situations		

Date 1 Completed: _____

Date 2 Completed: _____

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
26. Teams with family to develop support plans ❏ Invites family to participate in behavior support process from the beginning ❏ Accommodates family schedule ❏ Encourages family to assist in the development of plan ❏ Ensures that the plan addresses family and child care issues		
27. Teams use functional assessment ❏ Conducts observations ❏ Completes interviews ❏ Develops hypothesis		
28. Develops and implements behavior support plan ❏ Includes replacement skills ❏ Includes prevention strategies ❏ Includes new responses		
29. Teaches replacement skills ❏ Replacement skills are taught throughout the day ❏ Replacement skills are taught when problem behavior is not occurring ❏ Consistently provides positive reinforcement for appropriate behavior		

Date 1 Completed: _____

Date 2 Completed: _____

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
30. Monitors progress ❏ Measures and monitors changes in problem behavior ❏ Measures and monitors acquisition of replacement skills ❏ Team meets periodically to review child progress, plan implementation, and to develop new support strategies		

Date 1 Completed: _____   Date 2 Completed: _____