



Practice Implementation Checklist: Responsive Caregiving

With Children

- Greet each child at the door every morning
- When addressing children always use their names and get at their eye level
- Use a calm, positive, and supportive tone of voice
- Use specific and descriptive encouragement for children's skills, behavior and activities (e.g., "I like how you are sitting criss-cross in circle.")
- Join children's play and support/expand their interactions
- Share something personal about yourself with children
- Give directions that are short, simple, and specific. Make sure children understand the directions you have given
- Give positive and specific encouragement to children. Comment frequently on children's appropriate behavior
- Respond to children's comments by asking questions and elaborating on what they say
- Have ongoing conversations with children about their ideas and interests
- Identify ways to have conversations with children who are non-verbal, language delayed, or speak English as a second language

With Families

- Find different ways to involve parents and families
- Send notes home and make phone calls to share information about the good things their child is doing
- Make home visits
- Send home practical suggestions for supporting children's social emotional development at home and in the community
- Include families on the team when developing behavior support plans
- Share information about community resources related to social emotional development and challenging behavior
- Use a variety of methods to communicate with parents (home visits, phone calls, notes home, newsletter, school websites, email, classroom visits, etc.)

With staff and other service providers

- Have regular meetings with your classroom staff and have regular contact with other service providers
- Make teaming and collaboration a priority for your classroom
- Plan with classroom staff on how to work as a team in your classroom
- Provide encouragement and support to the colleagues with whom you work





Implementation Planning Form: Responsive Caregiving

Instructions: The Implementation Planning Form provides you with a form to record your ideas for implementation within targeted areas. You might want to complete this form with your Technical Assistance provider.

Relationships	How	When	Resources Needed
<i>With Students</i>			
<i>With Families</i>			
<i>With Staff & Other Service Providers</i>			



Practice Implementation Checklist: High Quality Environments

Schedules & Routines

- Post daily schedules and routines with visual displays
- Review schedule and refer to it throughout the day
- Plan both large and small group activities throughout each day
- Include a balance of teacher-directed and child-directed activities
- Prepare children for changes that will occur in the regular schedule
- Make special preparations for individual children who may need more support to follow the routine

Classroom Design

- Children can easily move around the classroom
- The learning centers have clear boundaries
- No wide open spaces in the classroom where children can run
- Adequate number and variety of centers to maintain children's interest and support the number of children at each center (1 center for every 4 children)

Promoting Engagement

- Structure activities so that children are actively engaged almost all of the time (i.e., actively participating)
- Change your activity plan when children lose interest
- When children begin to show challenging behavior, help them become actively engaged in the activity or provide a new activity
- Comment positively and descriptively on children's engagement

Transitions

- Provide a whole class warning prior to transitions
- Develop transition games, songs, or others to ensure all children are actively engaged in the transition
- Specifically teach the steps and expectations for transitions
- Provide positive and specific feedback to children who transition appropriately
- Provide individual prompts (e.g., verbal, visuals) to children who may have difficulty transitioning
- Actively engage all students in the transition even those who are waiting for their turn

Expectations & Rules

- Post behavior expectations and regularly review during large group instruction
- Provide instruction on posted behavior expectations to individual children, during play, and small group activities
- Give specific feedback on appropriate child behavior linking back to the posted behavior expectations
- Facilitate conversations with children to think about the behavior expectations and why they are important for them and the class



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Supportive Environments	How	When	Resources Needed
<i>Schedules & Routines</i>			
<i>Classroom Design</i>			
<i>Promoting Engagement</i>			
<i>Transitions</i>			
<i>Expectations & Rules</i>			



Practice Implementation Checklist: Social Emotional Teaching Strategies

Friendship Skills:

- Encourage children to work together
- Make positive and specific comments about children who are working together, helping each other, etc.
- Use a variety of strategies to specifically teach friendship skills (e.g., sharing, turn taking, helping others)
- Provide children with planned opportunities to practice friendship skills
- Model appropriate friendship skills in interactions with children and other adults



Emotional Literacy:

- Model and label your own emotions and appropriate ways to express emotions
- Use a variety of strategies to teach children about emotion words
- Use a variety of strategies to teach children how to recognize emotions in themselves and others
- Validate children's emotions by labeling them and allowing them to talk about how they feel
- Provide children with strategies to use to calm down when they are angry
- Individualize instruction to meet the developmental needs of all your children

Problem Solving Strategies:

- Specifically teach the steps to solving problems
- Engage children in generating solutions to common classroom challenges
- Post visual reminders about the problem solving steps
- Recognize and give specific feedback to those children who have been "good problem solvers"
- Help children reflect on their own problem solving skills
- Individualized instruction on problem solving to meet different developmental needs



Implementation Planning Form: Targeted Social Emotional Supports

Instructions: The Implementation Planning Form provides you with a form to record your ideas for implementation within targeted areas. You might want to complete this form with your Technical Assistance provider.

Social Emotional Teaching Strategies	How	When	Resources Needed
<i>Friendship Skills</i>			
<i>Emotional Literacy</i>			
<i>Problem Solving and Anger Management</i>			



Practice Implementation Checklist: Individualized Interventions

Conducting a functional behavior assessment:

- Learn about the processes and procedures for initiating a functional behavior assessment at your school. Who do you need to talk to?
- Clarify your role as a member of the team conducting the functional behavior assessment
- Make sure you have input on the data collection as part of the functional behavior assessment team
- Make sure families are informed about activities associated with the functional behavior assessment
- Work with families to collect data on behavior of concern

Developing the behavior support plan:

- Make sure findings from the functional assessment are used to inform development of the behavior support plan
- Make sure families are included in the development of the behavior support plan
- Make sure you understand how to implement every part of the behavior support plan—ask for training, support, or additional resources if needed
- Have a plan for continuing to monitor student progress
- Make sure you have all the resources necessary to implement the plan as written
- Assist families in implementing the plan at home and in the community



Implementation Planning Form: Individualized Interventions

Instructions: The Implementation Planning Form provides you with a form to record your ideas for implementation within targeted areas. You might want to complete this form with your Technical Assistance provider.

Individual Interventions	How	When	Resources Needed
<i>Functional Behavior Assessment</i>			
<i>Behavior Intervention Plan</i>			