Expectations, Activities & Feedback

Implementation Guide Checklist

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Program Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Early Childhood Positive Behavior Supports for Family Child Care (EC-PBIS FCC) is based on the pyramid model of best practices for encouraging social emotional competence in young children. In programs that have implemented pyramid model practices children have significantly increased social skills and decreased challenging behavior.

This checklist encourages reflection on pyramid model practices used in your program. Once you have completed the checklist you are encouraged to call your consultant to set up a time to discuss how to use this information and what supports are available to you.

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| 1. **Activities that Promote Engagement** | | |
| 1. Do you assist children in selecting activities and use of materials to promote becoming actively engaged? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do you plan and conduct developmentally appropriate group activities with specific goals in mind for the children? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do you vary the topics and types of activities to meet needs of all children in your care? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do you provide opportunities for children to be actively involved in group activities? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do you vary your speech and tone to maintain the children’s interest in group activities? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do you monitor children’s behaviors and modify your group activities accordingly? (i.e. stop reading; let them get up and leave the group; don’t force children to sit crisscross applesauce) | | |
| * Rarely | * Sometimes | * Frequently |

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| 1. Do you use peers as role models during activities? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do make adaptations or modifications to activities to ensure that all children can be involved in a meaningful way? (e.g. giving a 1-year-old a small dap of finger paint on a high chair tray while preschoolers are painting) | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do encourage children to reflect on their play? (What is their plan? What did they do? What are they going to do?) | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do you give frequent positive descriptive acknowledgement to children engaged in activities? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do offer children the opportunity to make multiple choices during activities (where to sit, what interest area to play in, whether to participate in group activities)? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do offer a balance of adult directed and child directed activities? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do you assist individual children who are exhibiting challenging behavior within an activity to become actively engaged? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. **Establish and Teach Expectations** | | |
| 1. Do you identify and create with the children program expectations? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Are expectations developmentally appropriate and individualized as needed? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do you have posted behavior expectations with visual cues? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Are your expectations stated positively and specifically (avoids “no” and “don’t”)? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do you explain/teach expectations in developmentally appropriate ways and a variety of ways? (not only when a child has broken an expectation) | | |
| * Rarely | * Sometimes | * Frequently |

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| 1. Do you provide opportunities for children to practice expectations? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do you frequently provide specific positive acknowledgement to children for appropriate behavior and use expectations language? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do you use the posted expectations to remind a child when a problem behavior occurs? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do you consistently make connections between expectations and rules for children? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. **Clear Directions** | | |
| 1. Do you gain a child’s attention before giving directions? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do you use directions that are simple, short AND specific? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do you minimize the number of directions given at a time? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do you use directions that tell children what to do rather than what not to do? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do you individualize directions based on developmental level or children who need more support? (e.g. additional prompt, nonverbal prompts, picture prompts) | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do you give children sufficient time to respond to directions?(e.g. count to 10 in your head to see if they start complying) | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do you check in with children to make sure they understand directions? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do you give children choices of how to complete a task when appropriate? (e.g. It’s time to clean up would you like to start with the blocks or the puzzles?) | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do you give positive, descriptive acknowledgement to children as they are following directions? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. **Ongoing Monitoring and Positive Attention** | | |
| 1. Do you give children time and attention when engaging in appropriate behavior? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do you narrate young children’s actions, behaviors and feelings for them during play? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do you join in children’s play to support their interactions and expand upon their ideas? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do you respond to children’s comments and ideas by asking questions and making comments? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do you have extended and positive conversations with children during routines and activities about their interests and ideas? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do you reinforce children’s choices and link their actions to positive outcomes? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do you uses alternative strategies when communicating with children who are nonverbal, language delayed, English language learners or otherwise in need? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. **Positive Feedback & Encouragement** | | |
| 1. Do you frequently engage with children using positive, descriptive language? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do you convey enthusiasm while giving positive feedback and encouragement? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do you give positive descriptive acknowledgement contingent on child’s efforts? (when the child tries or has partial success) | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do you use nonverbal cues of appreciation? | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do you involve other adults and peers in acknowledging children (i.e. parents) | | |
| * Rarely | * Sometimes | * Frequently |

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| 1. Individualizes amount and form of encouragement/ acknowledgement given to the child based on specific needs (Not every child wants to be verbally acknowledged, for some eye contact and a smile may be affirming) | | |
| * Rarely | * Sometimes | * Frequently |
| 1. Do you model persistence during challenging tasks and encourages child’s efforts? | | |
| * Rarely | * Sometimes | * Frequently |

Next Steps:

* Make a list of the top 2 or 3 items you would like to work on
* Call your consultant