**Expulsion Prevention Self-Reflection Checklist**

**Your Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Today’s Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This checklist includes practices that teachers can use to support ALL children in their child care program. Many are evidenced-based Pyramid Model practices which

support children’s social and emotional development. These practices are included because we know that when teachers implement them challenging behaviors can

be dramatically reduced.

Please read each question thoughtfully and check the box that best describes your current classroom practices. There are no wrong answers! Your responses will assist

us in developing an action plan that supports your work and ultimately prevents expulsion and suspension.

|  |  |  |  |
| --- | --- | --- | --- |
|   | **Rarely** | **Sometimes** | **Often** |
| 1. Do you give most of your attention to positive behaviors, that is, behaviors that you want to see more of?

For example, do you notice and describe appropriate behaviors (i.e., “you are building a very tall tower”; “you are sitting so patiently”)? | □ | □ | □ |
| 1. Do you communicate something positive about the child to the parent on a regular basis? Do your communications help the parents have the sense that you care about their child?
 | □ | □ | □ |
| 1. Do you (or your colleagues) greet children and parents cheerfully and individually every day? Engage in a little conversation with parents on a regular basis?
 | □ | □ | □ |
| 1. Are you building positive relationships with parents from the first interaction (i.e., greeting parents by name, praising children in front of parents, sending positive notes home, responding to parents’ concerns)?
 | □ | □ | □ |
| 1. Do your communications send the message to parents that you are ‘in this together’ and that you want the very best for their child and family? Do you use several ways to communicate with parents (i.e., newsletter, text, calls, notes) and try to find what works best for each family?
 | □ | □ | □ |
| 1. Do you engage in frequent conversation with the children and actively listen to their interests?
 | □ | □ | □ |
| 1. Do you use a positive tone when speaking to the children?
 | □ | □ | □ |
| 1. Do you respond quickly to children in distress? Do you offer comfort to children who are upset or crying?
 | □ | □ | □ |
| 1. Is there a consistent, predictable schedule that is used daily in your classroom? Is there a visual schedule that children can see at their eye-level?
 | □ | □ | □ |
| 1. Are there enough age-appropriate materials to go around? For example, if the blocks center holds 4 children, are there enough blocks for 4 children to build structures? Do you rotate materials periodically?
 | □ | □ | □ |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Rarely** | **Sometimes** | **Often** |
| 1. Does your classroom have designated areas for large group activities, a quiet area and at least 5 well-defined learning centers (i.e., dramatic play, blocks, games and puzzles, art, sand and water, library, music)?
 | □ | □ | □ |
| 1. Do you join children’s play to intentionally teach and model social-emotional skills? Do you give positive, descriptive feedback with a ratio of 5:1 (i.e., 5 positives to 1 negative or redirection)?
 | □ | □ | □ |
| 1. Is circle time interactive, engaging, and short (i.e., typically 15 minutes or less of seated activity for preschoolers unless they are highly engaged; shorter and more flexible for toddlers)?
 | □ | □ | □ |
| 1. Is the daily schedule planned to limit the number of transitions and ensure that those transitions required are brief (i.e., don’t require long wait times)?
 | □ | □ | □ |
| 1. Are children given warnings (i.e., 5 minutes, 1 minute) when they are about to transition to a new activity? Are transition directions clear?
 | □ | □ | □ |
| 1. Are routines broken down into small clear steps (with visuals for more difficult routines) so that children understand what is expected of them?"
 | □ | □ | □ |
| 1. Does your classroom contain readily accessible materials that help children recognize and label feelings (i.e., books, posters, games about feelings)?
 | □ | □ | □ |
| 1. Do you frequently use feeling words and help children learn to recognize feelings by naming and reflecting feelings (i.e., “you look sad. Is there something I can do to help you feel better?”)?
 | □ | □ | □ |
| 1. Do you use a variety of strategies to help children learn friendship skills (i.e., such as how to ask to play with a friend)?
 | □ | □ | □ |
| 1. Do you actively teach and model problem-solving? For example, do you step in and assist children in solving their problem rather than punishing them?
 | □ | □ | □ |
| 1. Do you actively teach children strategies to handle strong emotions (i.e., deep breathing, yoga, Tucker Turtle)?
 | □ | □ | □ |
| 1. Is there an inviting calm-down space in your classroom that children can choose to use when upset?
 | □ | □ | □ |
| 1. Does each classroom have 3-5 positively stated rules (i.e., use gentle hands; walk inside) that are posted with visual cues, taught, and referred to consistently?
 | □ | □ | □ |
| 1. Are children offered genuine choices to avoid power struggles? (i.e., “We need to hold hands to cross the street. Would you like to hold this hand or this hand?”
 | □ | □ | □ |
| 1. Do you complete a developmental and social-emotional screening for all children in your classroom?
 | □ | □ | □ |
| 1. Do you document the frequency and patterns with which challenging behaviors occur in your classroom?
 | □ | □ | □ |
| 1. Is there a process in place for your director or a colleague to observe your classroom and provide suggestions to help you with challenging behaviors?
 | □ | □ | □ |
| 1. Have you sought help from an outside consultant or provider to support your work with challenging behaviors?
 | □ | □ | □ |