Teacher Checklist of **Universal** Social/Emotional Practices

Teacher Name: _____

Site:

   Check items that are currently in place in your class.

Curriculum
- ❑ *Curriculum*, Second Step**,** Handwriting Without Tears
- ❑ Lesson plans posted
- ❑ Goals setting sheets filled out
- ❑ Social & Emotional development is on lesson plans

❑ Relationship Building
- ❑ Spends majority of time with students (individual or group) on something that interests them
- ❑ Responds to child's communication throughout day
- ❑ Has conversations with children on their eye level
- ❑ Provides positive descriptive feedback throughout day
- ❑ Has 2 conferences with each family during the year
- ❑ Uses "Bucket Filling" books, posters and terms
- ❑ Celebrates children's accomplishments (posts work, verbal praise, etc.)

❑ Expectations
- ❑ Posts 3-5 positively stated expectations for whole classroom at eye level with pictures
- ❑ Posts rules for each area of room with pictures
- ❑ Uses *Second Step* Listening Rules poster and terms (English / Spanish)
- ❑ Teaches rules and expectations in positive way and refers to them throughout the day
- ❑ Gives 1-2 step directions that are simple, clear and positively stated
- ❑ Uses positive descriptive feedback when children follow an expectation

❑ Environment
- ❑ Uses *Play-Based Curriculum* guidelines to set up room so areas are distinct and include:
  - o Block/Construction
  - o Dramatic Play
  - o Toys and Games
  - o Art
  - o Library/Literacy
  - o Science/Discovery
  - o Sensory
  - o Music Movement
  - o Math
- ❑ Arranges classroom so there are no large open spaces
- ❑ Organizes materials so that they have a clear place in room (Infants & Toddler / Preschool)
- ❑ Provides enough room and materials for number of children to play at each area
- ❑ Displays pictures of students with their families
- ❑ Displays books with diverse characters in them for children's use

❑ Transitions/Routines
- ❑ Posts visual schedule and refers to it throughout day
- ❑ Has a variety of student directed and teacher directed activities
- ❑ Develops short, consistent routines and transitions
- ❑ Teaches children steps of transition in a positive way using visuals and verbal cues as needed
- ❑ Provides positive descriptive feedback for students who transition correctly
- ❑ Uses large group instruction less than 20 minutes at a time and less than 40 minutes total during the Pre-K day

❑ Emotional Literacy
- ❑ Posts pictures of people with different emotions
- ❑ Uses *Second Step* Feelings poster, cards and terms (English / Spanish)
- ❑ Provides opportunities for students to talk about their emotions
- ❑ Labels own and other's emotions verbally
- ❑ Discusses both positive and negative emotions
- ❑ Supports students as they experience emotions
- ❑ Provides positive descriptive feedback for students who express their emotions

❑ Friendship Skills
- ❑ Uses *Second Step* Fair Ways to Play poster and terms (English / Spanish)
- ❑ Structures activities for children to work together
- ❑ Models friendship skills (empathy, turn taking, etc.) throughout day
- ❑ Talks about "making friends" and "being a friend"
- ❑ Provides positive descriptive feedback for students who show friendship skills

❑ Anger Management/Impulse Control
- ❑ Uses *Second Step* Calm Down Steps poster and terms (English / Spanish)
- ❑ Posts visuals to help with calm down techniques (relaxation thermometer, Tucker Turtle, etc.)
- ❑ Models and teaches self-regulation strategies (yoga, stretching, breathing, etc.)
- ❑ Supports students as they experience strong emotions or impulses
- ❑ Provides positive descriptive feedback for students who demonstrate anger management/impulse control strategies

❑ Problem Solving
- ❑ Posts visuals to help with problem solving techniques (Peter problem solver, solution kit, etc.)
- ❑ Models and teaches the 4 steps of problem solving
- ❑ Supports students as problems arise
- ❑ Provides positive descriptive feedback for students who demonstrate problem solving strategies