Nurturing and Responsive Relationships

Creating a Caring Classroom Community

- ☐ Teach children how to care for one another by helping each other, inviting another child to play together, celebrating accomplishments, and giving compliments.

- ☐ Create a classroom that is a place children and families want to be (e.g., reflect children's home and cultures, feel comfortable, welcoming, and safe).

- ☐ Give children opportunities to be leaders in the classroom and helpers to their peers.

- ☐ Display children's art and products in the classroom with contributions from every child.

- ☐ Represent families in the classroom with family photos, projects, and other materials created by families.

- ☐ Give children and families opportunities to participate in making decisions about the classroom community.

- ☐ Use knowledge about individual children and families when planning activities.

- ☐ Show appreciation and gratitude to children and families.

Notes and Ideas:

Relationships with Children

- ☐ Greet children on arrival.
- ☐ Call children by their preferred names throughout the day.
- ☐ Use a positive and supportive tone of voice.
- ☐ Show respect and warmth to all children.
- ☐ Speak to children who are dual language learners with key words from their home language.

Notes and Ideas:

Positive Attention

- ☐ Comment frequently on children's appropriate behavior.
- ☐ Use positive descriptive feedback for children's skills, behaviors, efforts, and engagement.
- ☐ Convey enthusiasm while giving positive descriptive feedback and encouragement.
- ☐ Use forms of acknowledgment that are individualized to children, including use of nonverbal cues of appreciation (e.g., smile, thumbs up, pat on the back).
- ☐ Build positive interactions with children into daily routines (e.g., arrival, meals, departure).

Notes and Ideas:

Supportive Conversations

- ☐ Reflect and expand on children's verbal and nonverbal communication.
- ☐ Respond to children's communication by asking questions and making comments, and providing opportunities for children to take turns.
- ☐ Join children's play to have conversations about their interests and activities.
- ☐ Commmunicate using alternative strategies with children who are non-verbal, have a language delay, or are dual language learners.
- ☐ Engage in conversations that children initiate in supportive and empathetic ways.

Notes and Ideas:

Relationships Among Children

- ☐ Create opportunities for positive interactions between children in daily routines (e.g., arrival, meals, departure).
- ☐ Extend play by offering ideas and making connections between children.

Notes and Ideas:

Relationships with Families

- ☐ Use strategies that are culturally, linguistically, and identity affirming with all families.

- ☐ Use a variety of strategies for building relationships with all families.

- ☐ Offer a variety of opportunities to contribute to the classroom community, including opportunities for families who cannot come into the classroom.

- ☐ Match communication to the individual needs and preferences of families, ensuring that each family is reached in a meaningful way in their home language.

- ☐ Engage in bidirectional communication with families to share information and give families a way to share information with the classroom teachers. Include ways to share celebrations of their child's accomplishments.

- ☐ Partner with families to identify strategies to use at home when they have concerns about their child's social-emotional development or behavior.

- ☐ Provide families with support as needed so that they are confident and comfortable in supporting their children's social-emotional development.

- ☐ Share information with families about community resources related to social-emotional development and challenging behavior.

Notes and Ideas:

Relationships with Colleagues

- ☐ Use a calm, positive, and supportive tone of voice in interactions with adults in the classroom.

- ☐ Plan opportunities to get to know classroom staff.

- ☐ Greet classroom staff and colleagues (e.g., therapist, office staff, custodial staff) when they enter the classroom and invite them to greet children.

- ☐ Provide positive and supportive feedback to other team members and use these opportunities to model for for children.

- ☐ Share information on what is going well in the classroom or with children and share information on child progress with other service provides (e.g., special education teacher, therapists) on a regular basis.

Notes and Ideas:

High Quality, Supportive Environments
Predictable Daily Schedule

- ☐ Create and post a schedule with visuals that:
    - ☐ includes photographs or clip art for each activity;
    - ☐ represents all daily activities;
    - ☐ is posted where children can view and manipulate;
    - ☐ is designed to accommodate when changes occur;
    - ☐ is designed to indicate the passage of time; and
    - ☐ is visible the entire day.
- ☐ Develop and implement a classroom schedule that:
    - ☐ minimizes the number of transitions across the day;
    - ☐ includes a balance of teacher-directed and child-directed activities that includes play; and
    - ☐ includes both large and small group activities throughout each day.
- ☐ Refer to, and review the classroom schedule with children throughout the day (e.g., when it is time to change activities, during transitions).
- ☐ Make a visual modification to the schedule when changes occur and review with children.

> Notes and Ideas:

Implementing Predictable Classroom Routines

- ☐ Design and implement predictable routines within daily activities.
- ☐ Follow routines consistently on a day-to-day basis.
- ☐ Embed instruction into activities and routines across the day.
- ☐ Structure teacher-directed activities so there is a clear beginning, middle, and end.
- ☐ Plan for and embed the use of materials, visuals, and teaching strategies that promote active participation of all children across all routines.

> Notes and Ideas:

Modifying the Curriculum to Meet Individual Needs

- ☐ Individualize instruction based on children's interests, needs, and abilities.
- ☐ Adapt instruction to meet children's individual needs.
- ☐ Adapt materials to meet children's individual needs.

Notes and Ideas:

Transitions

- ☐ Provide a whole class warning or cue prior to transitions.
- ☐ Use transition strategies (e.g., games, songs, or other actions) to ensure that all children are actively engaged during the transition, including children who are waiting for the next activity.
- ☐ Teach the specific steps and expectations for transitions.
- ☐ Acknowledge and give specific positive descriptive feedback to children who transition appropriately.
- ☐ Provide individual support to children who have difficulty transitioning.
- ☐ Provide children with multiple opportunities to make choices across the day (e.g., during large group, small group, play).
- ☐ Support children to select centers and become engaged.
- ☐ Comment positively and descriptively on children's engagement.
- ☐ Redirect unengaged children and support them to become actively engaged.

Notes and Ideas:

Providing Clear and Effective Directions

- ☐ Use directions that are simple, short, and specific.

- ☐ State directions in a calm, quiet, and neutral tone in close proximity to children.

- ☐ Phrase directions as statements; tell children what to do rather than what not to do.

- ☐ Check in with children to make sure they understand the directions.

- ☐ Acknowledge and give specific positive descriptive feedback to children who follow directions.

- ☐ Individualize directions with modeling, visuals, or gestures for children who need more support.

Notes and Ideas:

Teaching Behavior Expectations across Classroom Routines

- ☐ Identify 2–5 expectations (e.g., "we are safe", "we are kind") that apply to adults and children and post in the classroom. Include a visual or symbol on the poster.

- ☐ Identify a small number of rules (five or fewer) for the classroom, an activity, or setting (e.g., center time or outdoor play). Rules should be positively stated and operationalize or define the expectations. Provide a visual for each rule.

- ☐ Refer to expectations multiple times throughout the day and link statements about appropriate behavior to the expectations.

- ☐ Facilitate conversations with children about the behavior expectations and rules and why they are important for them and the class.

- ☐ Provide instruction on posted expectations and rules during large group or small group activities (including how rules are connected to expectations).

- ☐ Review posted expectations or rules regularly before or at the beginning of an activity.

- ☐ Give positive descriptive feedback to all children when they demonstrate the expectations or follow the rules.

- ☐ Individualize instruction on posted rules and expectations for children who need more support.

Notes and Ideas:

Teaching Social-Emotional Skills

Friendship Skills

- ☐ Teach children friendship skills by using a variety of strategies (e.g., small and large group instruction, modeling and prompting).

- ☐ Select and arrange classroom activities and materials to encourage social interactions and communication between children.

- ☐ Plan for peer social opportunities within multiple classroom routines.

- ☐ Guide children to develop empathy and acceptance of others who have different identities than their own.

- ☐ Prompt children to work together, help each other, and carry out classroom roles.

- ☐ Acknowledge and give specific positive descriptive feedback to children who are attempting or using friendship skills.

- ☐ Model and label friendship skills with children and other adults.

- ☐ Prompt children to reflect on their use of friendship skills.

- ☐ Provide individualized instruction or assistance to children for initiating and maintaining interactions with peers.

Notes and Ideas:

Emotional Literacy

- ☐ Teach children about emotion words and expressing emotions using a variety of strategies.
- ☐ Teach children a range of emotions.
- ☐ Model and label your own emotions and appropriate ways to express emotions.
- ☐ Point out facial expressions, voice tone, body language, or words to assist children in recognizing and understanding how others might be feeling.
- ☐ Label children's emotions and allow them to talk about how they feel.
- ☐ Support children in learning that feelings can change or that you have more than one feeling.
- ☐ Individualize instruction on emotions based on children's developmental needs.

Notes and Ideas:

Self-Regulation and Anger Management

- ☐ Teach children that all emotions are okay and provide examples of how to appropriately express their emotions.
- ☐ Teach children to use a variety of strategies to calm down when they are angry or upset.
- ☐ Model and label your own emotions and how you appropriately react to and express the emotions.
- ☐ Help children recognize cues of emotional escalation in themselves.
- ☐ Provide positive descriptive feedback on occasions when children are remaining calm or using self-regulation strategies.
- ☐ Provide individualized instruction or assistance to children who need support to regulate strong emotions.

Notes and Ideas:

Problem Solving

- ☐ Teach children to name and use a variety of solutions.
- ☐ Teach the steps for solving social problems.
- ☐ Prompt children to generate solutions to common social problems.
- ☐ Post visual reminders about the problem-solving steps and solutions.
- ☐ Prompt children to try other solutions if their first solution does not work.
- ☐ Model and label problem-solving steps within interactions between children.
- ☐ Acknowledge and give positive descriptive feedback to children using problem solving skills.
- ☐ Prompt children to reflect on their own problem-solving efforts.
- ☐ Individualize instruction on problem-solving based on children's individual needs.

Notes and Ideas:

Individualized Teaching of Social-Emotional Skills

- ☐ Identify social-emotional learning objectives for individual children.
- ☐ Embed instruction on social-emotional objectives into naturally occurring opportunities across the day (e.g., circle, play, transitions, interactions, meals).
- ☐ Choose a prompting hierarchy for each objective.
- ☐ Assess and provide the appropriate level of assistance necessary at each moment in time (scaffolding) to ensure full participation.

Notes and Ideas:

Progress Monitoring of Instructional Objectives

☐ Establish a system for data collection for each instructional objective.

☐ Incorporate data collection into daily routines.

☐ Maintain and review data regularly, using the data to inform instructional procedures.

Notes and Ideas:

Addressing Challenging Behavior

Understanding Challenging Behavior

☐ Collect data on behavior incidents in the classroom to identify children needing additional supports.

☐ Identify the possible communicative function or purpose of children's challenging behavior.

Notes and Ideas:

Developmentally Appropriate Responses to Challenging Behavior

☐ Use developmentally appropriate strategies (e.g., redirection) in response to challenging behavior.

☐ Tell the child the expected behavior in positive terms or instruct the child what to do instead.

☐ Give positive attention or positive descriptive feedback when the child begins engaging in the expected behaviors.

☐ Use a neutralizing routine (e.g., pause and take a deep breath) when feeling stressed or agitated by behavior.

Notes and Ideas:

De-escalating Dangerous Behavior

☐ Respond to a child's agitation by remaining calm, helping the child identify their feelings, and offering strategies to calm down.

☐ Focus on the safety of the child and other children in the classroom if the challenging behavior escalates in intensity.

☐ Stay calm and wait until the child has started to de-escalate before intervening.

Notes and Ideas:

Participate in the Functional Behavior Assessment

☐ Follow the process and procedures for initiating a functional behavior assessment (FBA).

☐ Provide input on how and when to collect FBA data.

☐ Participate in the interview about the child's challenging behavior.

☐ Collect data on behaviors that occur in the classroom.

☐ Encourage families to share relevant, important information including their cultural values and beliefs.

☐ Encourage families to identify their short- and long-term goals for their child.

☐ Support families to provide input on FBA goals.

☐ Partner with families to support their participation in the FBA team.

Notes and Ideas:

Participate in the Development of a Behavior Support Plan

☐ Contribute ideas and strategies to the behavior support plan based on the results of the FBA.

☐ Participate as an active member of the behavior support team (e.g., ask clarifying questions, contribute ideas and observations).

☐ Contribute logistical ideas about plan strategies (e.g., what will be needed to implement the plan; ideas for modifying strategies that might not be feasible in the classroom).

☐ Collect resources necessary to implement the plan as written.

☐ Collaborate in the development of a plan to collect data to monitor the child's progress and implementation of the behavior support plan.

☐ Partner with the family to identify cultural values and practices that might be pertinent to identifying intervention strategies in the behavior support plan.

☐ Ask family members for their ideas, opinions, and guidance as the plan is developed, implemented, and evaluated.

☐ Assist the family in identifying how and when they can implement behavior support strategies at home and in the community (if applicable).

Notes and Ideas: