

**Incredible Years®
Teacher/ChildCare Provider
Early Childhood Checklist
(ages 1-5 years)**

Teacher/Childcare Provider (name): _____

I. NURTURING POSITIVE RELATIONSHIPS WITH CHILDREN

The teacher/childcare provider communicates and builds relationships with children by:

	Never	Rarely	Sometimes	Often	Always
1. Greeting children upon arrival by name and with a personal and positive greeting.	1	2	3	4	5
2. Participating in child-directed play, role plays and pretend,imaginary play.	1	2	3	4	5
3. Showing respect, warmth and caring.	1	2	3	4	5
4. Listening to children, speaking calmly, and avoiding judgmental statements.	1	2	3	4	5
5. Providing sincere, enthusiastic, positive feedback and praise to students.	1	2	3	4	5
6. Reflecting, imitating and expanding children’s verbal communications (using descriptive commenting and “one up” rule).	1	2	3	4	5
7. Using descriptive academic coaching language to promote language skills. (e.g., colors, shapes, positions, names of objects: “that red block is on the top of the yellow one.”)	1	2	3	4	5
8. Using persistent coaching language to encourage a child’s continuous effort to do a task. (e.g. “that’s hard, but you keep trying!”)	1	2	3	4	5

II. SUPPORTING CHILDREN'S EMOTIONAL DEVELOPMENT

The teacher/childcare provider promotes children's understanding of emotions in self and others by:

	Never	Rarely	Sometimes	Often	Always
1. Using and discussing photographs, pictures, and posters that portray people in various feeling states in order to teach emotions.	1	2	3	4	5
2. Indicating an understanding of how children might be feeling through modeling, validation, acknowledgement, mirroring back, labeling feelings, voice tones, or gestures.	1	2	3	4	5
3. Helping children recognize and understand how a classmate(s) might be feeling by pointing out their facial expressions, voice tone, body language, or words.	1	2	3	4	5
4. Exploring nature of feelings and prompting the appropriate ways in which they can be expressed. Emphasize that all emotions are okay, but not all expressions are okay. (e.g., <i>being angry is ok but hitting is not.</i>)	1	2	3	4	5
5. Modeling appropriate expressions and labeling of provider's own emotions and self-regulation throughout the course of the day. (e.g., <i>"I sure am getting excited/frustrated right now, but I can calm myself down. I can stop and take a deep breath or try the turtle technique. When I'm calm, I'll try again."</i>)	1	2	3	4	5
6. Recognizing early cues of child's emotional escalation and prompting use of calm down strategies. (e.g., <i>"Take three deep breaths. You can think of your happy place."</i> Or, <i>"you can practice being a Tin Man and then being a floppy Wally."</i>)	1	2	3	4	5
7. Focusing more attention on positive emotions than negative emotions.	1	2	3	4	5

III. SUPPORTING CHILDREN'S PROBLEM SOLVING (FOR AGES 3 AND UP)

The teacher/childcare provider promotes the development of beginning problem-solving skills by:

	Never	Rarely	Sometimes	Often	Always
1. Teaching, coaching and prompting a problem solving sequence that includes problem identification, solution generation and solution evaluation (safe, good feelings, fair):	1	2	3	4	5
2. Helping children make the connection between their uncomfortable feelings and their need to calm down and problem solve. (e.g. "If I have an uncomfortable feeling, I might have a problem.")	1	2	3	4	5
3. Using books, stories and puppets to act out hypothetical (but realistic) problem scenarios and solutions.	1	2	3	4	5
4. Creating opportunities for decision making and problem solving by setting up cooperative group projects. (e.g. "art projects where necessary to share materials)	1	2	3	4	5
5. Coaching children to use the problem solving framework in real-life conflict situations to help recognize their feelings, the problem, and try prosocial solutions.	1	2	3	4	5

IV. SUPPORTING CHILDREN'S SOCIAL DEVELOPMENT

The teacher/childcare provider works to enhance children's social development by:

	Never	Rarely	Sometimes	Often	Always
1. Using descriptive language to label social behaviors: ("You are waiting patiently for a turn." "You shared your block with your friend who looks happy").	1	2	3	4	5
2. Coaching, teaching and prompting social skills such as sharing, waiting, taking turns, helping, trading, asking, listening, and initiating an interaction.	1	2	3	4	5
3. Modeling social skills by offering to help, sharing or taking turns herself or by using puppets to model these social skills.	1	2	3	4	5
4. Praising children clearly for using appropriate social friendship skills.	1	2	3	4	5
5. Identifying special goals for individual children's social development.	1	2	3	4	5
6. Using puppets, pretend games and stories to practice and act out friendship skills.	1	2	3	4	5

V. INDIVIDUALIZED TEACHING

The teacher/childcare provider individualizes children's needs, interests and abilities by:

	Never	Rarely	Sometimes	Often	Always
1. Planning classroom activities and structuring routines for varying levels of child development.	1	2	3	4	5
2. Following children's lead in order to build on their strengths and increase their involvement and confidence.	1	2	3	4	5
3. Providing instruction through children's most effective learning mode (visual, auditory, motoric, sensory/tactile).	1	2	3	4	5
4. Planning for repetition, modeling, guided practice and prompting of targeted goals for each individual child.	1	2	3	4	5

V. INDIVIDUALIZED TEACHING (continued)

The teacher/childcare provider individualizes children's needs, interests and abilities by:

	Never	Rarely	Sometimes	Often	Always
5. Breaking down tasks from simple to more complex and from concrete to abstract.	1	2	3	4	5
6. Adapting materials for children's developmental level. (e.g., paint with lids for younger children, appropriate sized crayons)	1	2	3	4	5
7. Providing visual cues to help remind children of target behavior or language.	1	2	3	4	5
8. Conveying acceptance of individual children's differences (culture, gender, sensory needs) through careful planning, material selections, and discussion topics.	1	2	3	4	5

VI. PLANNED CLASSROOM ARRANGEMENT

	Never	Rarely	Sometimes	Often	Always
1. The classroom has clearly defined and well-equipped learning centers. (e.g., <i>Physical space is well-defined with rugs, shelves, markers on the floor, pictures on the walls. Children are provided with visual cues and understand their choices for where they can be in the classroom during each part of the day.</i>)	1	2	3	4	5
2. Materials are in good working order and have specific storage areas. Name and picture labels are on low shelves to help children know where to find and return materials.	1	2	3	4	5
3. A variety of materials are available so that children of all skill developmental levels have something to play with.	1	2	3	4	5
4. Toys that promote social interaction are present in all learning centers. (e.g., <i>puppets, wagons, large floor puzzles, turn-taking games, etc.</i>)	1	2	3	4	5

VI. PLANNED CLASSROOM ARRANGEMENT (continued)

	Never	Rarely	Sometimes	Often	Always
5. A systematic toy rotation plan is in effect to increase novelty and engagement.	1	2	3	4	5
6. There is a visual cue provided to children to signal when an area or activity is open or closed (<i>e.g., stop sign, sheet covering areas, etc.</i>)	1	2	3	4	5
7. Children are visible at all times. Shelving is no higher than 4' tall.	1	2	3	4	5

VII. SCHEDULES AND TRANSITIONS

	Never	Rarely	Sometimes	Often	Always
1. There is a stable and predictable schedule of activities that allows for flexibility.	1	2	3	4	5
2. The picture schedule is posted in a visible place for children, parents and visitors.	1	2	3	4	5
3. The schedule alternates active and vigorous activities with less active experiences. (<i>e.g., outside play, story time, free choice, etc.</i>)	1	2	3	4	5
4. There is a balance between teacher-directed and child-directed activities.	1	2	3	4	5
5. Teachers/childcare providers work as a team to monitor all areas of classroom.	1	2	3	4	5
6. Unnecessary transitions and wait-time are eliminated.	1	2	3	4	5
7. Children are systematically taught the expectations for transitions.	1	2	3	4	5
8. Children are warned before a transition begins and transitions are not rushed.	1	2	3	4	5
9. A consistent cue is used to signal transition. (<i>e.g. bell, song, and clap.</i>)	1	2	3	4	5

VII. SCHEDULES AND TRANSITIONS (continued)

	Never	Rarely	Sometimes	Often	Always
10. Visual and auditory cues are used when necessary (<i>e.g., pictures to note schedule, a transition card, tape on floor marking where children should line up</i>) and transitions are active times. (<i>e.g., moving from activity to next walking like a certain animal, etc.</i>)	1	2	3	4	5
11. The teacher/childcare provider begins a new activity when a few children are ready to begin and doesn't wait for all of them to arrive.	1	2	3	4	5
12. A system is in place for children to choose and transition between play areas (name tags, center cards, etc.).	1	2	3	4	5

VIII. BEHAVIOR MANAGEMENT

	Never	Rarely	Sometimes	Often	Always
1. Classroom rules are clearly posted and reviewed as needed and opportunities for rule practice are provided.	1	2	3	4	5
2. Rules are stated positively and visual cues are provided as well as words posted.	1	2	3	4	5
3. Consequences for following and not following rules are clear.	1	2	3	4	5
4. Attention seeking behaviors are ignored while positive opposite behaviors get attention.	1	2	3	4	5
5. Teachers/childcare providers use redirection to teach alternative behaviors (<i>e.g., "Here you can have this block. John has that one."</i>).	1	2	3	4	5
6. Children are given opportunities for making choices.	1	2	3	4	5
7. Peer models are used to increase appropriate behavior (proximal praise).	1	2	3	4	5

IX. CLASSROOM ACTIVITIES: SMALL, LARGE GROUP, AND CHOICE TIME

	Never	Rarely	Sometimes	Often	Always
1. Large group time (circle time) is scheduled, as appropriate to children's developmental readiness, promoting active responses from children. (e.g., music and movement, holding prop from a story being read, etc.)	1	2	3	4	5
2. Large group circle time activities are planned for high rates of active engagement (role plays, songs, movement games, video modeling).	1	2	3	4	5
3. Teacher/childcare providers provide clear and simple directions and model expected behavior and activity before going to small group activities.	1	2	3	4	5
4. Teacher/childcare providers give time, attention, and praise to children for demonstrating appropriate, pro-social skills during small and large group activities.	1	2	3	4	5
5. A physical structure is provided for circle time. (e.g., children sit on mats, rugs or carpet squares when necessary.)	1	2	3	4	5
6. Materials for activities are prepared and ready to go before children arrive.	1	2	3	4	5
7. Small group activities are open-ended and provide many ways to respond. Activities do not require a lot of adult assistance.	1	2	3	4	5
8. Cooperative activities are planned on a daily basis. (e.g., large collages, class books, cooking activities, blocks, play dough, water table, bubbles.)	1	2	3	4	5
9. Modifications and adaptations are provided for children when necessary to help them be successful and actively participate.	1	2	3	4	5
10. During free play time, teachers/childcare providers follow the child's lead and comment on the child's play rather than asking too many questions or giving lots of direction.	1	2	3	4	5

IX. CLASSROOM ACTIVITIES: SMALL, LARGE GROUP, AND CHOICE TIME (continued)

	Never	Rarely	Sometimes	Often	Always
11. Free play or center time is the longest activity during the day - allowing children time to choose materials, play and clean up.	1	2	3	4	5
12. Teacher/childcare providers look for opportunities to reinforce themes or skills taught in circle time during unstructured times. (e.g., choice time, lunch, recess.)	1	2	3	4	5

X. BEHAVIOR PLANS

The teacher/childcare providers work as a team to develop behavior plans for each child by:

	Never	Rarely	Sometimes	Often	Always
1. Appropriate, thoughtful, and systematic use of strategies such as redirecting, ignoring, distractions and calm down methods.	1	2	3	4	5
2. Ensuring that all children have a functional and appropriate way to communicate. (e.g., visual cue cards, sign language.)	1	2	3	4	5
3. Attending to, coaching and reinforcing appropriate behavior. (e.g., catches children using appropriate behaviors, four times more often than attending to inappropriate behavior (4:1))	1	2	3	4	5
4. Utilizing a functional behavioral assessment to determine why a child might be demonstrating challenging behavior. (e.g., the communicative intent or function of the behavior.)	1	2	3	4	5
5. Developing specific behavior plans for individual children that are implemented with the entire team - including parents - based on the functional behavioral assessment results.	1	2	3	4	5
6. Maintaining documentation and using this data to evaluate and revise all behavioral plans being implemented with children.	1	2	3	4	5

XI. PARENT INVOLVEMENT

The teacher/childcare provider promotes positive relationships with parents and their involvement by:

	Never	Rarely	Sometimes	Often	Always
1. Making available a classroom philosophy for teaching and supporting children's success to parents via handouts and personal meetings.	1	2	3	4	5
2. Establishing a system for regular communication with parents (notebooks, telephone hours, bulletin board, newsletters).	1	2	3	4	5
3. Setting up opportunities for parents to observe staff and participate in classroom activities.	1	2	3	4	5
4. Giving parents ideas for home activities to reinforce their child's learning in the classroom.	1	2	3	4	5
5. Involving parents as source for ideas, materials and support for classroom activities.	1	2	3	4	5