The Incredible Years

TID ☐☐ RATER ID ☐☐

DATE ☐☐ / ☐☐ / ☐☐

BEST PRACTICES INVENTORY-R*

CLASSROOM ARRANGEMENT

		Seldom 1	2	3	4	Consistently 5
1.	The classroom has clearly defined and well-equipped learning centers. The number of children allowed in a center is limited with visual reminders of how many children are allowed (e.g., hooks with names, clothespins & dots, etc.)	○	○	○	○	○
2.	Materials are in good working order and have specific storage areas. Picture labels or outlines are on low shelves to help children find and return materials.	○	○	○	○	○
3.	A variety of materials are available so that children of all skill levels have something to play with.	○	○	○	○	○
4.	Toys that promote social interaction are present in all learning centers (e.g., puppets, wagons, large floor puzzles, turn-taking games, etc.)	○	○	○	○	○
5.	A systematic toy rotation plan is in effect to increase novelty and engagement.	○	○	○	○	○
6.	There is a visual cue provided to children to signal when an area or activity is open or closed (e.g., stop sign, sheet covering area, etc.)	○	○	○	○	○
7.	Children are visible at all times. Shelving is no higher than 4' tall.	○	○	○	○	○

SCHEDULES AND TRANSITIONS

		1	2	3	4	5
1.	There is a stable and predictable schedule of activities that allows for flexibility.	○	○	○	○	○
2.	The schedule is posted in a visible place for children, parents and visitors.	○	○	○	○	○
3.	The schedule alternates active and vigorous activities with less active experiences (e.g., outside play, story time, free choice, etc.)	○	○	○	○	○
4.	There is a balance between teacher-directed and child-directed activities.	○	○	○	○	○
5.	Adults utilize a zone approach to supervising children vs. a man-to-man approach.	○	○	○	○	○
6.	Unnecessary transitions and wait-time are eliminated.	○	○	○	○	○
7.	Children are systematically taught the expectations for transitions.	○	○	○	○	○
8.	Children are warned before a transition begins and transitions are not rushed.	○	○	○	○	○
9.	A consistent cue is used to signal a transition (e.g., bell, song, and clap).	○	○	○	○	○
10.	Visual and auditory cues are used when necessary (e.g., pictures to note schedule, a transition card, tape on the floor marking where children should line up) and transitions are active times (e.g., moving from activity to the next walking like a certain animal, etc.)	○	○	○	○	○
11.	The teacher begins a new activity when a few children are ready to begin.	○	○	○	○	○
12.	A system is in place for children to choose and transition between play areas (name tags, center cards, etc.)	○	○	○	○	○

*Adaptation of Quality Program Guildeins of LEAP Preschool Project, 1998, and Inventory by Gail Joseph, 2000, Experimental Education Unit, University of Washington, Revised by Webster-Stratton, 2003.

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CLASSROOM ACTIVITIES - SMALL AND LARGE GROUP AND CHOICE TIME

		Seldom		Occasionally		Consistently
1.	Large group time (circle time) is scheduled for no longer than 20 minutes and includes many active responses from children (e.g., music and movement, holding a 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).	1	2	3	4	5
3.	Teachers provide clear and simple directions and model expected behavior before going to small group activities.	1	2	3	4	5
4.	Adults 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.	Children are taught specific social skills (e.g, problem solving, anger management, sharing, taking turns, etc.) and receive multiple opportunities to practice cooperative skills during small and large group activities and choice times.	1	2	3	4	5
6.	A physical structure is provided for circle time (e.g., children work on mats or sit on carpet squares when necessary).	1	2	3	4	5
7.	Materials for activities are prepared and ready to go <u>before</u> children arrive.	1	2	3	4	5
8.	Small group activities are open-ended and provide many ways to respond. Activities do not require a lot of adult assistance to get started.	1	2	3	4	5
9.	Cooperative activities are planned on a daily basis (e.g., large collages, class books, cooking activities, etc.)	1	2	3	4	5
10.	Modifications and adaptations are provided for children when necessary to help them be successful and actively participate.	1	2	3	4	5
11.	During freeplay time, adults follow the child's lead and comment on the child's play rather than asking too many questions and giving lots of directions.	1	2	3	4	5
12.	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
13.	Adults look for opportunities to reinforce themes taught in circle time during unstructured times (e.g., choice time, lunch, recess).	1	2	3	4	5

BEHAVIOR PLANS

1.	Adults use strategies such as redirecting, ignoring and timeout appropriately, systematically and sparingly.	1	2	3	4	5
2.	The teaching team ensures that all children have a functional and appropriate way to communicate.	1	2	3	4	5
3.	Adults attend to and reinforce appropriate behavior (e.g., catches children being good) four times more often than attending to inappropriate behavior (4:1).	1	2	3	4	5
4.	The teaching team utilizes a functional behavioral assessment to determine why a child might be demonstrating challenging behavior (i.e., the communicative intent or function of the behavior).	1	2	3	4	5
5.	Specific behavior plans for individual children are developed and implemented with the entire team - including parents - based on the functional behavioral assessment results.	1	2	3	4	5

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	Seldom		Occasionally		Consistently
6. Documentation is maintained and used to evaluate/revise all behavioral plans being implemented with children.	1	2	3	4	5

INDIVIDUALIZED TEACHING

1. Adults individualize children's needs, interests and abilities (e.g., planning activities, collecting work samples, etc.)	1	2	3	4	5
2. Adults plan for varying levels of development in classroom activities.	1	2	3	4	5
3. Adults follow children's leads in order to build on their strengths and increase their involvement.	1	2	3	4	5
4. Adults provide instruction through children's most effective learning mode (visual, auditory, motoric, when appropriate).	1	2	3	4	5
5. Adults plan for repetition, modeling, guided practice and prompting.	1	2	3	4	5
6. Teaching breaks tasks from simple to complex and from concrete to abstract.	1	2	3	4	5
7. Materials are enlarged for children with visible motor impairments (e.g. larger crayons, paper, etc.) and stabilized for better manipulation (taped to table, Velcro board).	1	2	3	4	5
8. Visual cues provided to help remind child of target skill.	1	2	3	4	5
9. Adult conveys acceptance of individual differences (culture, gender, sensory needs) through diverse planning, material selection, and discussion topics.	1	2	3	4	5

EMOTIONAL BEST PRACTICES - ADDRESSING INDIVIDUAL EMOTIONAL DEVELOPMENT

1. The classroom environment and activities promote identification and labeling of emotions in self and others.					
a. through the use of photographs, pictures, and posters that portray people in various emotional states	1	2	3	4	5
b. adults indicate an understanding of how children might be feeling through validation, acknowledgement, mirroring back, labeling feelings, voice tones, or gestures	1	2	3	4	5
c. adults help children recognize and understand how a classmate(s) might be feeling by pointing out facial expressions, voice tone, body language, or words	1	2	3	4	5
d. adults use real life situations to practice problem solving, beginning with defining the problem and the emotions involved	1	2	3	4	5
2. Adults explore the nature of feelings and the appropriate ways in which they can be expressed. Discussions of feelings emphasize that all emotions are okay, but not all expressions are okay (e.g., feeling angry is okay but hitting is not).	1	2	3	4	5
3. Adults model appropriate expressions and labeling of their own emotions and self-regulation throughout the course of the day (e.g., "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 go back to the activity.")	1	2	3	4	5

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		Seldom		Occasionally		Consistently
4.	Adults create a planned approach for problem solving processes within the classroom and individualize the approach to the appropriate level of the child. Strategies might include counted breathing to calm down or a problem solving sequence such as: 1) What is the problem? 2) What are some possible solutions? 3) What would happen next (evaluating consequences) 4) Try out a solution.	1	2	3	4	5
5.	Adults promote children's individualized emotional regulation that will enhance positive social interactions within the classroom.					
	a. recognizing cues of emotional escalation	1	2	3	4	5
	b. identifying appropriate choices	1	2	3	4	5
	c. trying solutions until the situation is appropriately resolved	1	2	3	4	5
	d. displaying photographs of students working out solutions	1	2	3	4	5
6.	Adults create opportunities for decision making, problem solving and working together.	1	2	3	4	5

RELATIONSHIPS/COMMUNICATION

1.	Adult greets children upon arrival by name.	1	2	3	4	5
2.	Adult participates in child's play - role play and imaginary play.	1	2	3	4	5
3.	Adult shows respect and warmth.	1	2	3	4	5
4.	Adult speaks calmly to children.	1	2	3	4	5
5.	Adult listens to children and avoids judgmental statements.	1	2	3	4	5
6.	Adult provides sincere, enthusiastic, positive feedback to students for their ideas.	1	2	3	4	5
7.	Adult ensures interactions are child-directed, not teacher-directed during free play/choice time.	1	2	3	4	5
8.	Adult reflects and expands children's verbal communications (uses descriptive commenting).	1	2	3	4	5

DISCIPLINE

1.	Classroom rules are clearly posted and reviewed as needed as opportunities for 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.	Adults ignore attention seeking behaviors as appropriate.	1	2	3	4	5
5.	Adults use redirects to teach alternative behaviors.	1	2	3	4	5
6.	Children are given opportunities for making choices.	1	2	3	4	5
7.	Adult uses peer models to increase appropriate behavior (proximal praise).	1	2	3	4	5

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PARENT INVOLVEMENT

		Seldom		Occasionally		Consistently	N/A
1.	Hierarchy of discipline plan has been made available to parents.	A	B	C	D	E	F
2.	Adult establishes system for regular communication with parents (notebooks, telephone hours, bulletin board, newsletters).	A	B	C	D	E	F
3.	Adult sets up opportunities for parents to observe staff and participate in classroom activities.	A	B	C	D	E	F
4.	Adult gives parents ideas for carrying over activities at home.	A	B	C	D	E	F
5.	Adult considers parents as source for ideas, materials and support for classroom activities.	A	B	C	D	E	F
6.	Adult invites parents to meetings.	A	B	C	D	E	F