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CLASSROOM ACTIVITIES - SMALL AND LARGE GROUP AND CHOICE TIME

- |  |        |              |              |
|--|--------|--------------|--------------|
|  | Seldom | Occasionally | Consistently |
|  | ①      | ②            | ③            |
|  | ④      | ⑤            | ⑥            |
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.)
  2. Large group circle time activities are planned for high rates of active engagement (role plays, songs).
  3. Teachers provide clear and simple directions and model expected behavior before going to small group activities.
  4. Adults give time, attention and praise to children for demonstrating appropriate, pro-social skills during small and large group activities.
  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.
  6. A physical structure is provided for circle time (e.g., children work on mats or sit on carpet squares when necessary).
  7. Materials for activities are prepared and ready to go before children arrive.
  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.
  9. Cooperative activities are planned on a daily basis (e.g., large collages, class books, cooking activities, etc.)
  10. Modifications and adaptations are provided for children when necessary to help them be successful and actively participate.
  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.
  12. Free play or center time is the longest activity during the day - allowing children time to choose materials, play and clean up.
  13. Adults look for opportunities to reinforce themes taught in circle time during unstructured times (e.g., choice time, lunch, recess).

BEHAVIOR PLANS

1. Adults use strategies such as redirecting, ignoring and timeout appropriately, systematically and sparingly.
2. The teaching team ensures that all children have a functional and appropriate way to communicate.
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).
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).
5. Specific behavior plans for individual children are developed and implemented with the entire team - including parents - based on the functional behavioral assessment results.



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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.

Seldom  
Occasionally  
Consistently  
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