



Relationships

Implementation Guide Checklist

Name: _____ Date: _____

Program Name: _____

Coach Name: _____

Early Childhood Positive Behavior Supports for Family Child Care (EC-PBIS FCC) is based on the pyramid model of evidence-based practices for encouraging social emotional competence in young children. In programs that have implemented pyramid model practices children have significantly increased social skills and decreased challenging behavior.

This checklist encourages reflection on pyramid model practices used in your program. Review this checklist with your coach/consultant to discuss next steps in implementation.

A. Examines personal, family and cultural views

1. I consider personal beliefs regarding the acceptability and unacceptability of specific types of child behavior.
 Rarely Sometimes Frequently

2. I consider personal beliefs regarding the causes of specific types of unacceptable child behavior.
 Rarely Sometimes Frequently

3. I acknowledge contrasting or conflicting beliefs held by others regarding acceptable and unacceptable types of child behavior.
 Rarely Sometimes Frequently

B. Examines own attitudes toward challenging behavior

4. I understand the relationships between children's social emotional development and challenging behaviors.
 Rarely Sometimes Frequently

5. I understand that children's challenging behaviors are conveying some type of message.
 Rarely Sometimes Frequently

6. I understand there are many things that can be done to prevent challenging behaviors.
 Rarely Sometimes Frequently

7. I identify what behaviors "push my buttons"

Rarely Sometimes Frequently

8. I develop strategies for dealing with situations when children’s behaviors “push my buttons”

Rarely Sometimes Frequently

9. I work to develop support system such consultants, other providers, nurse consultant, etc.. to help give perspective on issues related to challenging behaviors.

Rarely Sometimes Frequently

C. Develops Meaningful Relationships with Children

10. Do you greet children on arrival and call them by name?

Rarely Sometimes Frequently

11. Do you acknowledge children’s communication attempts to you?

Rarely Sometimes Frequently

12. Do you communicate with children at eye level most of the time?

Rarely Sometimes Frequently

13. Do you verbally interact with individual children during daily routines & activities?

Rarely Sometimes Frequently

14. Do you participate in children’s play when appropriate and follow the child’s lead?

Rarely Sometimes Frequently

15. Do you show respect, consideration & warmth to all children by making eye contact, smiling or showing physical affection throughout the day?

Rarely Sometimes Frequently

16. When you speak to children is it generally positive, calm and supportive?

Rarely Sometimes Frequently

17. Do you use a variety of strategies for building relationships with all children?

Rarely Sometimes Frequently

18. Do you promote children’s understanding of self and relationships to others (likes/dislikes; characteristics; similarities/differences)?

Rarely Sometimes Frequently

19. Do you give children attention when they are engaging in appropriate behavior (not only when the child has challenging behavior)?

Rarely Sometimes Frequently

20. Do you try to create a child care home that is a place children and families like to be (i.e. special touches to help children and families feel welcome in your home)?

- Rarely Sometimes Frequently

21. Do you establish a warm and collaborative relationship with each child's family?

- Rarely Sometimes Frequently

22. Are the children's families represented in your child care home (e.g., photographs, family book, bulletin board, etc.)?

- Rarely Sometimes Frequently

23. Do you regularly communicate information on what is happening in the child care home? (Drop off/pick up, during parent visits, etc.)

- Rarely Sometimes Frequently

24. Do you have a system for regular communication with families that includes celebrations of the child's accomplishments? (Not just when there are problems)

- Rarely Sometimes Frequently

25. Do you have a communication system with families that is bi-directional, offering families a way to share information about the family or child?

- Rarely Sometimes Frequently

Next Steps:

- Make a list of the top 2 or 3 items you would like to work on
- Choose one of those items and do an action plan with your coach

If applying for IQ4K, please complete this signature section:

Provider Signature: _____

Coach Signature: _____