# 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”
<table>
<thead>
<tr>
<th>Question</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently</th>
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<tbody>
<tr>
<td>8. I develop strategies for dealing with situations when children’s behaviors “push my buttons”</td>
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<td>9. I work to develop support system such consultants, other providers, nurse consultant, etc. to help give perspective on issues related to challenging behaviors.</td>
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<td>C. Develops Meaningful Relationships with Children</td>
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<td>10. Do you greet children on arrival and call them by name?</td>
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<td>11. Do you acknowledge children’s communication attempts to you?</td>
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<td>12. Do you communicate with children at eye level most of the time?</td>
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<td>13. Do you verbally interact with individual children during daily routines &amp; activities?</td>
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<td>14. Do you participate in children’s play when appropriate and follow the child’s lead?</td>
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<td>15. Do you show respect, consideration &amp; warmth to all children by making eye contact, smiling or showing physical affection throughout the day?</td>
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<td>16. When you speak to children is it generally positive, calm and supportive?</td>
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<td>17. Do you use a variety of strategies for building relationships with all children?</td>
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<td>18. Do you promote children’s understanding of self and relationships to others (likes/dislikes; characteristics; similarities/differences)?</td>
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<td>19. Do you give children attention when they are engaging in appropriate behavior (not only when the child has challenging behavior)?</td>
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</table>
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:____________________________________________________________