



Environments

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.

D. Designs the Physical Environment

26. Are there at least 3 clearly defined areas with different purposes (e.g. book area, block area, dramatic play area...)

- Rarely Sometimes Frequently

27. Is it clear where children should walk to avoid interrupting other's play?

- Rarely Sometimes Frequently

28. If you do group activities do you have a space where all children can comfortably fit without squishing each other?

- Rarely Sometimes Frequently

29. Do you verbally or visually indicate to children the number of friends allowed in each interest area?

- Rarely Sometimes Frequently

30. Provider discusses expectations for interest areas/materials with children (Do the children know what is expected of them in each interest area and what they should do with play materials?)

- Rarely Sometimes Frequently

31. Are quiet areas as far away as possible from loud areas? Are messy activities as close to the sink as possible?

- Rarely Sometimes Frequently

32. Provider uses low-open shelving so the children can choose and put away materials on their own. (Do children have to ask for help to reach some materials?)

- Rarely Sometimes Frequently

33. Can you see all the children in the room or are there shelves that children can hide behind where you can't see what is happening?

- Rarely Sometimes Frequently

34. Is there natural light in the rooms children use? Can you control the amount of light with curtains, blinds, ect?

- Rarely Sometimes Frequently

35. Could colors be overwhelming to infants or children that are highly sensitive?

- Rarely Sometimes Frequently

36. Do you have different textures in your environment? (soft pillow, woven rugs, ect...)

- Rarely Sometimes Frequently

37. Are like items grouped together? Blocks all in the same area, puzzles all in the same area, ect...

- Rarely Sometimes Frequently

38. Are play materials visible from a child's eye level?

- Rarely Sometimes Frequently

39. Are shelves and containers labeled with pictures and words?

- Rarely Sometimes Frequently

40. Are there enough materials for multiple children to be engaged in play (3 units of play per child)?

- Rarely Sometimes Frequently

41. Are materials periodically rotated to keep children's interest?

- Rarely Sometimes Frequently

42. Do you have areas where children can go if they need some quiet or are feeling overwhelmed?

- Rarely Sometimes Frequently

43. Does each child have a space to store their personal belongings?

- Rarely Sometimes Frequently

E. Develops Schedules and Routines

44. I follow a daily schedule for the group but vary it when necessary to meet the needs of individual children?

- Rarely Sometimes Frequently
-

45. Do you have a visual schedule posted that describes daily activities?

- Rarely Sometimes Frequently
-

46. Do you review your schedule (verbally and/or visually) with the children and refer to it throughout the day?

- Rarely Sometimes Frequently
-

47. Do you teach children about the schedule? (How do you do this when a new child enrolls in your program?)

- Rarely Sometimes Frequently
-

48. Do you provide explanations to the children when changes in the schedule are necessary?

- Rarely Sometimes Frequently
-

49. Do you use visual cues for children who need extra support following the daily schedule?

- Rarely Sometimes Frequently
-

F. Transitions

50. Do you structure transitions to eliminate wait time and ensure children are actively engaged in the transitions?

- Rarely Sometimes Frequently
-

51. Do you have materials ready for activities before children arrive for the start of the activity?

- Rarely Sometimes Frequently
-

52. Do you explicitly teach children what your expectations are for each transition and what the steps are?

- Rarely Sometimes Frequently
-

53. Do you give warnings to all children when a transition is coming so they can prepare for it?

- Rarely Sometimes Frequently
-

54. Do you give individual warnings and/or additional support for those who need it?

- Rarely Sometimes Frequently
-

55. Do you provide positive descriptive feedback to children as they are making transitions to encourage continued effort and to acknowledge their successful transition?

- Rarely Sometimes Frequently
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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: _____