



# Expectations, Activities & Feedback

## 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.

### G. Activities that Promote Engagement

56. Do you assist children in selecting activities and use of materials to promote becoming actively engaged?

Rarely  Sometimes  Frequently

57. Do you plan and conduct developmentally appropriate group activities with specific goals in mind for the children?

Rarely  Sometimes  Frequently

58. Do you vary the topics and types of activities to meet needs of all children in your care?

Rarely  Sometimes  Frequently

59. Do you provide opportunities for children to be actively involved in group activities?

Rarely  Sometimes  Frequently

60. Do you vary your speech and tone to maintain the children's interest in group activities?

Rarely  Sometimes  Frequently

61. Do you monitor children's behaviors and modify your group activities accordingly? (i.e. stop reading; let them get up and leave the group; don't force children to sit crisscross applesauce)

Rarely  Sometimes  Frequently

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62. Do you use peers as role models during activities?

Rarely

Sometimes

Frequently

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63. Do you make adaptations or modifications to activities to ensure that all children can be involved in a meaningful way? (e.g. giving a 1-year-old a small dab of finger paint on a high chair tray while preschoolers are painting)

Rarely

Sometimes

Frequently

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64. Do you encourage children to reflect on their play? (What is their plan? What did they do? What are they going to do?)

Rarely

Sometimes

Frequently

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65. Do you give frequent positive descriptive acknowledgement to children engaged in activities?

Rarely

Sometimes

Frequently

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66. Do you offer children the opportunity to make multiple choices during activities (where to sit, what interest area to play in, whether to participate in group activities)?

Rarely

Sometimes

Frequently

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67. Do you offer a balance of adult directed and child directed activities?

Rarely

Sometimes

Frequently

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68. Do you assist individual children who are exhibiting challenging behavior within an activity to become actively engaged?

Rarely

Sometimes

Frequently

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## H. Establish and Teach Expectations

69. Do you identify and create with the children program expectations?

Rarely

Sometimes

Frequently

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70. Are expectations developmentally appropriate and individualized as needed?

Rarely

Sometimes

Frequently

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71. Do you have posted behavior expectations with visual cues?

Rarely

Sometimes

Frequently

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72. Are your expectations stated positively and specifically (avoids “no” and “don’t”)?

Rarely

Sometimes

Frequently

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73. Do you explain/teach expectations in developmentally appropriate ways and a variety of ways? (not only when a child has broken an expectation)

Rarely

Sometimes

Frequently

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74. Do you provide opportunities for children to practice expectations?

- Rarely  Sometimes  Frequently
- 

75. Do you frequently provide specific positive acknowledgement to children for appropriate behavior and use expectations language?

- Rarely  Sometimes  Frequently
- 

76. Do you use the posted expectations to remind a child when a problem behavior occurs?

- Rarely  Sometimes  Frequently
- 

77. Do you consistently make connections between expectations and rules for children?

- Rarely  Sometimes  Frequently
- 

### **I. Clear Directions**

78. Do you gain a child's attention before giving directions?

- Rarely  Sometimes  Frequently
- 

79. Do you use directions that are simple, short AND specific?

- Rarely  Sometimes  Frequently
- 

80. Do you minimize the number of directions given at a time?

- Rarely  Sometimes  Frequently
- 

81. Do you use directions that tell children what to do rather than what not to do?

- Rarely  Sometimes  Frequently
- 

82. Do you individualize directions based on developmental level or children who need more support? (e.g. additional prompt, nonverbal prompts, picture prompts)

- Rarely  Sometimes  Frequently
- 

83. Do you give children sufficient time to respond to directions?(e.g. count to 10 in your head to see if they start complying)

- Rarely  Sometimes  Frequently
- 

84. Do you check in with children to make sure they understand directions?

- Rarely  Sometimes  Frequently
- 

85. Do you give children choices of how to complete a task when appropriate? (e.g. It's time to clean up would you like to start with the blocks or the puzzles?)

- Rarely  Sometimes  Frequently
- 

86. Do you give positive, descriptive acknowledgement to children as they are following directions?

- Rarely  Sometimes  Frequently
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## J. Ongoing Monitoring and Positive Attention

87. Do you give children time and attention when engaging in appropriate behavior?

- Rarely                                       Sometimes                                       Frequently

88. Do you narrate young children's actions, behaviors and feelings for them during play?

- Rarely                                       Sometimes                                       Frequently

89. Do you join in children's play to support their interactions and expand upon their ideas?

- Rarely                                       Sometimes                                       Frequently

90. Do you respond to children's comments and ideas by asking questions and making comments?

- Rarely                                       Sometimes                                       Frequently

91. Do you have extended and positive conversations with children during routines and activities about their interests and ideas?

- Rarely                                       Sometimes                                       Frequently

92. Do you reinforce children's choices and link their actions to positive outcomes?

- Rarely                                       Sometimes                                       Frequently

93. Do you use alternative strategies when communicating with children who are nonverbal, language delayed, English language learners or otherwise in need?

- Rarely                                       Sometimes                                       Frequently

## K. Positive Feedback & Encouragement

94. Do you frequently engage with children using positive, descriptive language?

- Rarely                                       Sometimes                                       Frequently

95. Do you convey enthusiasm while giving positive feedback and encouragement?

- Rarely                                       Sometimes                                       Frequently

96. Do you give positive descriptive acknowledgement contingent on child's efforts? (when the child tries or has partial success)

- Rarely                                       Sometimes                                       Frequently

97. Do you use nonverbal cues of appreciation?

- Rarely                                       Sometimes                                       Frequently

98. Do you involve other adults and peers in acknowledging children (i.e. parents)

- Rarely                                       Sometimes                                       Frequently

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99. Individualizes amount and form of encouragement/ acknowledgement given to the child based on specific needs (Not every child wants to be verbally acknowledged, for some eye contact and a smile may be affirming)

- Rarely                                       Sometimes                                       Frequently

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100. Do you model persistence during challenging tasks and encourages child's efforts?

- 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: \_\_\_\_\_