



# Friendship & Problem Solving

## 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.

### O. Friendship Skills

120. Are opportunities for peer interaction embedded in daily routines and activities? (e.g. children have enough free play time where they can engage in play together)

- Rarely  Sometimes  Frequently

121. Do you use positive descriptive comments to acknowledge children who are working together, helping each other or engaging in other friendship behaviors?

- Rarely  Sometimes  Frequently

122. Do you intentionally teach friendship skills such as: sharing, taking turns, being helpful, etc?

- Rarely  Sometimes  Frequently

123. Do you use a variety of strategies to teach friendship skills (role playing, discussion, visual prompts, modeling, acknowledgement/encouraging)?

- Rarely  Sometimes  Frequently

124. Do you individualize how you teach children to initiate and respond to their peers?

- Rarely  Sometimes  Frequently

125. Do you encourage children to play together?

- Rarely  Sometimes  Frequently

126. Do you prepare the environment to encourage interactions (e.g. toys that require 2 or more children, interest areas that have space for a few children at a time)

Rarely

Sometimes

Frequently

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127. Do you structure activities to encourage interactions including peer partners/buddies?

Rarely

Sometimes

Frequently

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128. Do you provide individualized assistance to help children initiate or maintain interactions with their peers?

Rarely

Sometimes

Frequently

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129. Do you sometimes refer children to each other instead of adults for assistance?

Rarely

Sometimes

Frequently

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130. When developmentally appropriate do you support children in reflecting on interactions with their peers, having the children doing most of the talking?

Rarely

Sometimes

Frequently

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131. Do you model friendship skills in interactions with children or other adults?

Rarely

Sometimes

Frequently

## **P. Problem Solving**

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132. Do you systematically teach problem-solving steps using visuals?

Rarely

Sometimes

Frequently

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133. Do you provide visual cues and tools for the children to use in learning to problem-solve? (the "Solutions Kit", Tucker Turtle story, other scripted stories)

Rarely

Sometimes

Frequently

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134. Do you individualize instruction on problems solving based on children's developmental level and individual needs?

Rarely

Sometimes

Frequently

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135. Do you use problem solving in interactions with children and model problem solving steps?

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: \_\_\_\_\_