Early Childhood Positive Behavior Supports for Family Child Care (EC-PBIS FCC) is based on the pyramid model of best 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. Once you have completed the checklist you are encouraged to call your consultant to set up a time to discuss how to use this information and what supports are available to you.

**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 as consultants, other providers, nurse consultant, etc. to help provide 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
- Call your consultant