

Inventory of Practices for Promoting Children’s Social Emotional Competence in School-Age Programs

Adapted with permission from the Center on the Social and Emotional Foundations for Early Learning

<http://csefel.vanderbilt.edu/modules/module1/handout4.pdf>

This inventory has been developed to support the professional development of staff members in before- and after-school programs.

Purpose of the Inventory: *The Inventory of Practices for Promoting Social Emotional Competence* is designed to be used by individuals and/or teams to identify training needs and plan a course of action to address those needs related to four general areas: (a) building positive relationships, (b) creating supportive environments, (c) social emotional teaching strategies, and (d) individualized intensive interventions. The *Inventory* encourages individual self-reflection, opportunities for teaming between staff members, Training and Curriculum Specialists, supervisors, site directors, and other administrators, and promotes effective practices for direct service staff. There are two sections to this tool: the Inventory of Practices and the Action Plan.

Use of the Inventory: This tool is best utilized in a manner that encourages reflection and discussion. Each of the four general areas includes several *Skills and Indicators* reflective of practices that promote social emotional competence in young children. The Indicators are detailed phrases that enable the user to “dig a little deeper” in identifying and pinpointing skills that may or may not be present. A column entitled *Observations/Evidence* allows the user to write thoughts, suggestions, strengths, and needs concerning either the specific *Skills or Indicators*. Three levels of skill, *Consistently, Occasionally, and Seldom*, permit users to record their

perceived skill level for each Indicator by checking the appropriate box. Users should be consistent in their appraisal of skills across the three levels, *Consistently, Occasionally, and Seldom* (i.e., across all children in the program, target child or specific groups of children, environment of all program areas, etc.). The final column allows the team to indicate whether or not an indicator should be a *Target for Training*. Following each section is a space for writing additional comments. The team or individual may wish to delineate specific training requests, professional development opportunities, or encouragement in the *Comments* box.

Use of the Action Plan: The *Action Plan* takes the users to the next step once they have determined what specific *Skills and Indicators* from the *Inventory* they want to target for training. In the first column of the *Action Plan*, users should check those Skills or Indicators they previously identified as targets for training. In the second column, teachers and support personnel (e.g., trainers, mentor coaches, administrators) should work together to identify what strategies they will each use to help the teaching team implement the new practices. The third column allows users to identify *Resources and Supports* that will be necessary to successfully complete the activities or strategies listed in the second column.

Skills & Indicators	Consistently	Occasionally	Seldom	Target for Training?	Observations/ Evidence
1. Develops meaningful relationships with children and families	3	2	1	Y/N	
<input type="checkbox"/> Greets children on arrival; calls by name					
<input type="checkbox"/> Verbally interacts with individual children during routines and activities					
<input type="checkbox"/> Participates in children’s play and recreation activities when appropriate (joins sports, works on model cars, builds structures, etc.)					
<input type="checkbox"/> Shows respect, consideration, and warmth to all children					
<input type="checkbox"/> Speaks calmly to children					

Skills & Indicators	Consistently	Occasionally	Seldom	Target for Training?	Observations/ Evidence
<input type="checkbox"/> Uses a variety of strategies for building relationships with children					
<input type="checkbox"/> Interacts positively with children at times when children are not engaging in challenging behavior					
<input type="checkbox"/> Uses a variety of strategies for building relationships with families					
<input type="checkbox"/> Creates a space that children and families like to be (feels comfortable, welcome, safe)					
Comments:					

Skills & Indicators	Consistently	Occasionally	Seldom	Target for Training?	Observations/ Evidence
2. Examines personal, family, and cultural views of child's challenging behavior	3	2	1	Y/N	
<input type="checkbox"/> Considers personal beliefs regarding the acceptability and unacceptability of specific types of child behavior					
<input type="checkbox"/> Considers personal beliefs regarding the causes of specific types of unacceptable child behavior					
<input type="checkbox"/> Acknowledges contrasting or conflicting beliefs held by others regarding acceptable and unacceptable types of child behavior					
Comments:					

Skills & Indicators	Consistently	Occasionally	Seldom	Target for Training?	Observations/ Evidence
3. Examines own attitudes toward challenging behavior	3	2	1	Y/N	
<input type="checkbox"/> Understands the relationship between children’s social emotional development and challenging behavior					
<input type="checkbox"/> Understands that children’s challenging behaviors are conveying some type of message					
<input type="checkbox"/> Understands there are many things that can be done to prevent challenging behaviors					
<input type="checkbox"/> Identifies what behaviors “push my buttons”					
<input type="checkbox"/> Develops strategies for dealing with situations when children’s behaviors “push my buttons”					
<input type="checkbox"/> Works together with a team to problem solve around issues related to challenging behavior					

Skills & Indicators	Consistently	Occasionally	Seldom	Target for Training?	Observations/ Evidence
Comments:					
4. Designs the physical environment	3	2	1	Y/N	
<input type="checkbox"/> Arranges traffic patterns in program areas so there are no wide open spaces					
<input type="checkbox"/> Removes obstacles that make it difficult for children with physical disabilities to move around the program					
<input type="checkbox"/> Clearly defines boundaries in program areas					
<input type="checkbox"/> Provides a variety of materials in all program areas					
<input type="checkbox"/> Considers children's interests when deciding what to put in program areas					

Skills & Indicators	Consistently	Occasionally	Seldom	Target for Training?	Observations/ Evidence
<input type="checkbox"/> Makes changes and additions to program areas on a regular basis					
<input type="checkbox"/> Visually closes program areas when they are not an option for children to use					
Comments:					

Skills & Indicators	Consistently	Occasionally	Seldom	Target for Training?	Observations/ Evidence
5. Ensures smooth transitions	3	2	1	Y/N	
<input type="checkbox"/> Structures transitions so children do not have to spend excessive time waiting with nothing to do					
<input type="checkbox"/> Teaches children the expectations associated with transitions					
<input type="checkbox"/> Promote independence and autonomy in transitions					
<input type="checkbox"/> Individualizes directions about transitions so that all children understand them					
Comments:					

Skills & Indicators	Consistently	Occasionally	Seldom	Target for Training?	Observations/ Evidence
6. Designs activities to promote engagement	3	2	1	Y/N	
<input type="checkbox"/> Uses knowledge of the children’s interests to plan large group activities when appropriate					
<input type="checkbox"/> Monitors children's behavior and modifies plans when children lose interest in large group activities					
<input type="checkbox"/> Plans and conducts fun small group activities					
<input type="checkbox"/> Monitors children's behavior and modifies plans when children lose interest in small group activities					
<input type="checkbox"/> Makes adaptations and modifications to ensure that all children can be involved in a meaningful way in any activity					
<input type="checkbox"/> Uses a variety of ways to teach the expectations of specific activities so that all children understand them					
Comments:					

Skills & Indicators	Consistently	Occasionally	Seldom	Target for Training?	Observations/ Evidence
7. Giving directions	3	2	1	Y/N	
<input type="checkbox"/> Gains child’s attention before giving directions					
<input type="checkbox"/> Minimizes the number of directions					
<input type="checkbox"/> Individualizes the way directions are given					
<input type="checkbox"/> Gives clear directions					
<input type="checkbox"/> Gives directions that are positive					
<input type="checkbox"/> Gives children time to respond to directions					

Skills & Indicators	Consistently	Occasionally	Seldom	Target for Training?	Observations/ Evidence
<input type="checkbox"/> Gives children choices and options when appropriate					
<input type="checkbox"/> Follows through with positive acknowledgments of children's behavior					
Comments:					
8. Establishes and enforces clear rules, limits, and consequences for behavior	3	2	1	Y/N	
<input type="checkbox"/> Identifies appropriate program rules with children					
<input type="checkbox"/> Teaches rules in developmentally appropriate ways					
<input type="checkbox"/> Provides opportunities for children to practice rules					

Skills & Indicators	Consistently	Occasionally	Seldom	Target for Training?	Observations/ Evidence
<input type="checkbox"/> States rules positively and specifically (avoids words "no" and "don't" as much as possible)					
<input type="checkbox"/> Keeps rules to manageable number (3-6)					
<input type="checkbox"/> Frequently reinforces children for appropriate behavior					
<input type="checkbox"/> Identifies consequences for both following and not following rules					
<input type="checkbox"/> Makes sure all adults in program know rules and consequences					
<input type="checkbox"/> Enforces rules and consequences consistently and fairly					
Comments:					

Skills & Indicators	Consistently	Occasionally	Seldom	Target for Training?	Observations/ Evidence
9. Engages in ongoing monitoring and positive attention	3	2	1	Y/N	
<input type="checkbox"/> Gives children time and attention when engaging in appropriate behavior					
Comments:					
10. Uses positive feedback and encouragement	3	2	1	Y/N	
<input type="checkbox"/> Uses positive feedback and encouragement contingent on					

Skills & Indicators	Consistently	Occasionally	Seldom	Target for Training?	Observations/ Evidence
appropriate behavior					
<input type="checkbox"/> Provides descriptive feedback and encouragement					
<input type="checkbox"/> Conveys enthusiasm while giving positive feedback and encouragement					
<input type="checkbox"/> Uses positive feedback and encouragement contingent on child's efforts.					
<input type="checkbox"/> Provides nonverbal cues of appreciation					
<input type="checkbox"/> Recognizes that there are individual variations in what forms of acknowledgment are interpreted as positive by children					
<input type="checkbox"/> Involves other adults in acknowledging children					

Skills & Indicators	Consistently	Occasionally	Seldom	Target for Training?	Observations/ Evidence
<input type="checkbox"/> Models positive feedback and encouragement frequently					
Comments:					
11. Interacts with children to develop their self-esteem	3	2	1	Y/N	
<input type="checkbox"/> Demonstrates active listening with children					
<input type="checkbox"/> Avoids judgmental statements					
<input type="checkbox"/> Responds to children's ideas					
<input type="checkbox"/> Recognizes children's efforts					
<input type="checkbox"/> Shows empathy and acceptance of children's feelings					

Skills & Indicators	Consistently	Occasionally	Seldom	Target for Training?	Observations/ Evidence
Comments:					
12. Shows sensitivity to individual children’s needs	3	2	1	Y/N	
<input type="checkbox"/> Respects and accommodates individual needs, personalities, and characteristics					
<input type="checkbox"/> Adapts and adjusts accordingly (instructions, materials, etc.)					
<input type="checkbox"/> Conveys acceptance of individual differences (culture, gender, sensory needs, language, abilities) through planning, material selection, and discussion of topics					
Comments:					

Skills & Indicators	Consistently	Occasionally	Seldom	Target for Training?	Observations/ Evidence
13. Encourages autonomy	3	2	1	Y/N	
<input type="checkbox"/> Structures the program to encourage children to make choices					
<input type="checkbox"/> Allows children time to respond and/or complete task independently before offering assistance					
<input type="checkbox"/> Creates opportunities for decision making, problem solving, and working together					
<input type="checkbox"/> Teaches children strategies for self-regulating and/or self-monitoring behaviors					
Comments:					

Skills & Indicators	Consistently	Occasionally	Seldom	Target for Training?	Observations/ Evidence
14. Uses effective environmental arrangements to encourage social interactions	3	2	1	Y/N	
<input type="checkbox"/> Effectively selects, arranges, and utilizes materials that promote interactions (high interest, novel, culturally meaningful)					
<input type="checkbox"/> Effectively selects, arranges, and implements activities that promote interactions (high interest, novel, culturally meaningful)					
<input type="checkbox"/> Develops interaction opportunities within program routines (i.e., homework helper, snack set-up, etc.)					
Comments:					
15. Uses prompting and reinforcement of interactions effectively	3	2	1	Y/N	
<input type="checkbox"/> Provides sincere, enthusiastic feedback to promote and					

Skills & Indicators	Consistently	Occasionally	Seldom	Target for Training?	Observations/ Evidence
maintain social interactions					
<input type="checkbox"/> Waits until interactions are finished before reinforcing; does not interrupt interactions					
<input type="checkbox"/> Encourages children to play together; offers ideas for play					
Comments:					

Skills & Indicators	Consistently	Occasionally	Seldom	Target for Training?	Observations/ Evidence
16. Promotes identification and labeling of emotions in self and others	3	2	1	Y/N	
<input type="checkbox"/> Uses validation, acknowledgment, mirroring back, labeling feelings, voice tones, or gestures to show an understanding of children’s feelings					
<input type="checkbox"/> Assists children in recognizing and understanding how a peer might be feeling by pointing out facial expressions, voice tone, body language, or words					
<input type="checkbox"/> Uses real-life situations to practice problem solving, beginning with defining the problem and emotions involved					
Comments:					

Skills & Indicators	Consistently	Occasionally	Seldom	Target for Training?	Observations/ Evidence
17. Explores the nature of feelings and the appropriate ways they can be addressed	3	2	1	Y/N	
<input type="checkbox"/> Teaches that all emotions are okay, but not all expressions are okay					
<input type="checkbox"/> Labels own emotional states and provides an action statement (e.g., I am feeling frustrated so I am going to take a few breaths)					
<input type="checkbox"/> Uses opportunities to comment on occasions when children state they are feeling upset or angry but are remaining calm					
Comments:					

Skills & Indicators	Consistently	Occasionally	Seldom	Target for Training?	Observations/ Evidence
18. Models appropriate expressions and labeling of their own emotions and self-regulation	3	2	1	Y/N	
<input type="checkbox"/> Labels positive feelings					
<input type="checkbox"/> Labels negative feelings paired with actions to regulate					
Comments:					
19. Creates a planned approach for problem solving	3	2	1	Y/N	
<input type="checkbox"/> Systematically teaches the problem solving steps: What is my problem? What are some solutions? What would happen next? Try out the solution.					

Skills & Indicators	Consistently	Occasionally	Seldom	Target for Training?	Observations/ Evidence
<input type="checkbox"/> "Problematizes" situations to allow children opportunities to generate solutions					
<input type="checkbox"/> Takes time to support children through the problem solving process during heated moments					
<input type="checkbox"/> Comments on and reinforces children's problem solving efforts					
Comments:					

Skills & Indicators	Consistently	Occasionally	Seldom	Target for Training?	Observations/ Evidence
20. Promotes children’s emotional regulation that will enhance positive social interactions	3	2	1	Y/N	
<input type="checkbox"/> Helps children recognize cues of emotional escalation					
<input type="checkbox"/> Helps children identify appropriate choices					
<input type="checkbox"/> Helps children try solutions until the situation is appropriately resolved					
Comments:					

Skills & Indicators	Consistently	Occasionally	Seldom	Target for Training?	Observations/ Evidence
21. Teams with families to develop support plans for children who need individualized intervention around behavior	3	2	1	Y/N	
<input type="checkbox"/> Participates in behavior support process					
<input type="checkbox"/> Invites family to participate in behavior support process from the beginning					
<input type="checkbox"/> Teams use functional assessment					
<input type="checkbox"/> Teams develop and implement behavior support plans					
<input type="checkbox"/> Teaches skills that replace the challenging behavior (replacement skills)					
<input type="checkbox"/> Monitors changes in child challenging behavior and replacement skills					

Skills & Indicators	Consistently	Occasionally	Seldom	Target for Training?	Observations/ Evidence
<input type="checkbox"/> Team meets periodically to review child progress, plan implementation, and to develop new support strategies					
Comments:					

Action Plan for Promoting Social Emotional Competence

Skills & Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
1. Develops meaningful relationships with children and families		
<ul style="list-style-type: none"> <input type="checkbox"/> Greets children on arrival; calls by name <input type="checkbox"/> Verbally interacts with individual children during routines and activities <input type="checkbox"/> Participates in children’s play and recreation activities when appropriate (joins sports, works on model cars, builds structures, etc.) <input type="checkbox"/> Shows respect, consideration, and warmth to all children <input type="checkbox"/> Speaks calmly to children <input type="checkbox"/> Uses a variety of strategies for building relationships with children <input type="checkbox"/> Interacts positively with children at times when children are not engaging in challenging behavior <input type="checkbox"/> Uses a variety of strategies for building relationships with families <input type="checkbox"/> Creates a space that children and families like to be (feels comfortable, welcome, safe) 		

Skills & Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
2. Examines personal, family, and cultural views of child's challenging behavior		
<ul style="list-style-type: none"> <input type="checkbox"/> Considers personal beliefs regarding the acceptability and unacceptability of specific types of child behavior <input type="checkbox"/> Considers personal beliefs regarding the causes of specific types of unacceptable child behavior <input type="checkbox"/> Acknowledges contrasting or conflicting beliefs held by others regarding acceptable and unacceptable types of child behavior 		

Skills & Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
3. Examines own attitudes toward challenging behavior		
<ul style="list-style-type: none"> <input type="checkbox"/> Understands the relationship between children’s social emotional development and challenging behavior <input type="checkbox"/> Understands that children’s challenging behaviors are conveying some type of message <input type="checkbox"/> Understands there are many things that can be done to prevent challenging behaviors <input type="checkbox"/> Identifies what behaviors “push my buttons” <input type="checkbox"/> Develops strategies for dealing with situations when children’s behaviors “push my buttons” <input type="checkbox"/> Works together with a team to problem solve around issues related to challenging behavior 		

Skills & Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
4. Designs the physical environment		
<ul style="list-style-type: none"> <input type="checkbox"/> Arranges traffic patterns in program areas so there are no wide open spaces <input type="checkbox"/> Removes obstacles that make it difficult for children with physical disabilities to move around the program <input type="checkbox"/> Clearly defines boundaries in program areas <input type="checkbox"/> Provides a variety of materials in all program areas <input type="checkbox"/> Considers children's interests when deciding what to put in program areas <input type="checkbox"/> Makes changes and additions to program areas on a regular basis <input type="checkbox"/> Visually closes program areas when they are not an option for children to use 		

Skills & Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
5. Ensures smooth transitions		
<ul style="list-style-type: none"> <input type="checkbox"/> Structures transitions so children do not have to spend excessive time waiting with nothing to do <input type="checkbox"/> Teaches children the expectations associated with transitions <input type="checkbox"/> Promote independence and autonomy in transitions <input type="checkbox"/> Individualizes directions about transitions so that all children understand them 		

Skills & Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
6. Designs activities to promote engagement		
<ul style="list-style-type: none"> <input type="checkbox"/> Uses knowledge of the children’s interests to plan large group activities when appropriate <input type="checkbox"/> Monitors children's behavior and modifies plans when children lose interest in large group activities <input type="checkbox"/> Plans and conducts fun small group activities <input type="checkbox"/> Monitors children's behavior and modifies plans when children lose interest in small group activities <input type="checkbox"/> Makes adaptations and modifications to ensure that all children can be involved in a meaningful way in any activity <input type="checkbox"/> Uses a variety of ways to teach the expectations of specific activities so that all children understand them 		

Skills & Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
7. Giving directions		
<ul style="list-style-type: none"> <input type="checkbox"/> Gains child’s attention before giving directions <input type="checkbox"/> Minimizes the number of directions <input type="checkbox"/> Individualizes the way directions are given <input type="checkbox"/> Gives clear directions <input type="checkbox"/> Gives directions that are positive <input type="checkbox"/> Gives children time to respond to directions <input type="checkbox"/> Gives children choices and options when appropriate <input type="checkbox"/> Follows through with positive acknowledgments of children’s behavior 		

Skills & Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
8. Establishes and enforces clear rules, limits, and consequences for behavior		
<ul style="list-style-type: none"> <input type="checkbox"/> Identifies appropriate program rules with children <input type="checkbox"/> Teaches rules in developmentally appropriate ways <input type="checkbox"/> Provides opportunities for children to practice rules <input type="checkbox"/> States rules positively and specifically (avoids words "no" and "don't" as much as possible) <input type="checkbox"/> Keeps rules to manageable number (3-6) <input type="checkbox"/> Frequently reinforces children for appropriate behavior <input type="checkbox"/> Identifies consequences for both following and not following rules <input type="checkbox"/> Makes sure all adults in program know rules and consequences <input type="checkbox"/> Enforces rules and consequences consistently and fairly 		

Skills & Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
9. Engages in ongoing monitoring and positive attention		
<input type="checkbox"/> Gives children time and attention when engaging in appropriate behavior		
10. Uses positive feedback and encouragement		
<input type="checkbox"/> Uses positive feedback and encouragement contingent on appropriate behavior <input type="checkbox"/> Provides descriptive feedback and encouragement <input type="checkbox"/> Conveys enthusiasm while giving positive feedback and encouragement <input type="checkbox"/> Uses positive feedback and encouragement contingent on child's efforts. <input type="checkbox"/> Provides nonverbal cues of appreciation <input type="checkbox"/> Recognizes that there are individual variations in what forms of acknowledgment are interpreted as positive by children <input type="checkbox"/> Involves other adults in acknowledging children <input type="checkbox"/> Models positive feedback and encouragement frequently		

Skills & Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
11. Interacts with children to develop their self-esteem		
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates active listening with children <input type="checkbox"/> Avoids judgmental statements <input type="checkbox"/> Responds to children's ideas <input type="checkbox"/> Recognizes children's efforts <input type="checkbox"/> Shows empathy and acceptance of children's feelings 		
12. Shows sensitivity to individual children's needs		
<ul style="list-style-type: none"> <input type="checkbox"/> Respects and accommodates individual needs, personalities, and characteristics <input type="checkbox"/> Adapts and adjusts accordingly (instructions, materials, etc.) <input type="checkbox"/> Conveys acceptance of individual differences (culture, gender, sensory needs, language, abilities) through planning, material selection, and discussion of topics 		

Skills & Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
13. Encourages autonomy		
<ul style="list-style-type: none"> <input type="checkbox"/> Structures the program to encourage children to make choices <input type="checkbox"/> Allows children time to respond and/or complete task independently before offering assistance <input type="checkbox"/> Creates opportunities for decision making, problem solving, and working together <input type="checkbox"/> Teaches children strategies for self-regulating and/or self-monitoring behaviors 		

Skills & Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
14. Uses effective environmental arrangements to encourage social interactions		
<ul style="list-style-type: none"> <input type="checkbox"/> Effectively selects, arranges, and utilizes materials that promote interactions (high interest, novel, culturally meaningful) <input type="checkbox"/> Effectively selects, arranges, and implements activities that promote interactions (high interest, novel, culturally meaningful) <input type="checkbox"/> Develops interaction opportunities within program routines (i.e., homework helper, snack set-up, etc.) 		
15. Uses prompting and reinforcement of interactions effectively		
<ul style="list-style-type: none"> <input type="checkbox"/> Provides sincere, enthusiastic feedback to promote and maintain social interactions <input type="checkbox"/> Waits until interactions are finished before reinforcing; does not interrupt interactions <input type="checkbox"/> Encourages children to play together; offers ideas for play 		

Skills & Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
16. Promotes identification and labeling of emotions in self and others		
<ul style="list-style-type: none"> <input type="checkbox"/> Uses validation, acknowledgment, mirroring back, labeling feelings, voice tones, or gestures to show an understanding of children’s feelings <input type="checkbox"/> Assists children in recognizing and understanding how a peer might be feeling by pointing out facial expressions, voice tone, body language, or words <input type="checkbox"/> Uses real-life situations to practice problem solving, beginning with defining the problem and emotions involved 		

Skills & Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
17. Explores the nature of feelings and the appropriate ways they can be addressed		
<ul style="list-style-type: none"> <input type="checkbox"/> Teaches that all emotions are okay, but not all expressions are okay <input type="checkbox"/> Labels own emotional states and provides an action statement (e.g., I am feeling frustrated so I am going to take a few breaths) <input type="checkbox"/> Uses opportunities to comment on occasions when children state they are feeling upset or angry but are remaining calm 		
18. Models appropriate expressions and labeling of their own emotions and self-regulation		
<ul style="list-style-type: none"> <input type="checkbox"/> Labels positive feelings <input type="checkbox"/> Labels negative feelings paired with actions to regulate 		

Skills & Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
19. Creates a planned approach for problem solving		
<ul style="list-style-type: none"> <input type="checkbox"/> Systematically teaches the problem solving steps: What is my problem? What are some solutions? What would happen next? Try out the solution. <input type="checkbox"/> "Problematizes" situations to allow children opportunities to generate solutions <input type="checkbox"/> Takes time to support children through the problem solving process during heated moments <input type="checkbox"/> Comments on and reinforces children's problem solving efforts 		
20. Promotes children's emotional regulation that will enhance positive social interactions		
<ul style="list-style-type: none"> <input type="checkbox"/> Helps children recognize cues of emotional escalation <input type="checkbox"/> Helps children identify appropriate choices <input type="checkbox"/> Helps children try solutions until the situation is appropriately resolved 		

Skills & Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
21. Teams with families to develop support plans for children who need individualized intervention around behavior		
<ul style="list-style-type: none"> <input type="checkbox"/> Participates in behavior support process <input type="checkbox"/> Invites family to participate in behavior support process from the beginning <input type="checkbox"/> Teams use functional assessment <input type="checkbox"/> Teams develop and implement behavior support plans <input type="checkbox"/> Teaches skills that replace the challenging behavior (replacement skills) <input type="checkbox"/> Monitors changes in child challenging behavior and replacement skills <input type="checkbox"/> Team meets periodically to review child progress, plan implementation, and to develop new support strategies 		