

Positive Practices Checklist for Preschool Classrooms:

Classroom: _____ Date: _____ Time: _____

Nurturing, Responsive Relationship

_____ *Teachers are frequently providing positive, simple and specific directions to tell the children what to do rather than telling the child what not to do (at a 5:1 ratio)*

_____ Teachers are frequently using positive, specific praise and encouragement to children who are following directions and engaging in appropriate behavior

_____ Teacher's tone in conversation with children is generally positive, calm and supportive

High Quality Supportive Environments

_____ A visual schedule of the day is posted and reviewed frequently

_____ *Daily schedule is consistent and predictable*

_____ *Daily routines/activities are consistent (routines within each routines)*

_____ *Teachers review expectations before the start of each routine or activity*

_____ Teachers are engaged in positive play with the children during open play

_____ Teachers use group cues and individual cues to help children anticipate and be actively engaged in transitions

_____ Children are observed to be engaged in activities throughout the day, Teachers engage children who need help

_____ Children are engaged and participating during circle time

_____ Children have multiple opportunities during circle time to be engaged, answering questions, singing songs, dancing, or opportunities to talk to their neighbor

_____ *Teachers encourage and support children playing together and frequently comment on friendly behavior*

_____ Teachers engage children when children are expected to wait for the next activity to begin

_____ During large group activities, one teacher leads while another addresses behaviors with proximity and quiet reminders to child

Targeted Social-Emotional Supports

_____ *Behavior expectations/classroom rules are posted and reviewed during circle and throughout the day*

_____ Teachers are validating children's feelings by labeling them

_____ *Various strategies are used to teach emotions, classroom expectations, friendship skills and problem solving during group times with books, puppets, modeling, songs, etc.*

_____ *Teachers are commenting positively and descriptively on children who are using social skills or expressing their emotions in appropriate ways*

_____ Teachers support and coach children to problem solve and recognize children who are "good problem solvers"

_____ Teachers use 'Cross Talk' to redirect behaviors, provide praise, and to help children problem solve

Intensive Interventions

_____ Teachers use proximity to diffuse a behavior as a first step

_____ Children with targeted behavior interventions are frequently provided with positive feedback when desired behavior is observed by the teacher

Comments:

I noticed:

I wonder:

***Items in italics are considered one of the 5 principles of effective classrooms (PTR-YC)**