



Implementation of **Adult-Child Interactions** Best Practices Checklist (Tier I Behavior Supports)



Pre-K Program:	Classroom:
Person Completing:	Key Code:
Date:	“X” = Not Yet “●” = Sometimes “✓” = In Place

Building Positive Relationships			
LT/AT	Admin	TM or ECS	Indicators
			Shows respect, consideration, warmth to all children; moves near children; engages at eye level
			Adults focus on children; verbally interacts with individual children during routines and activities
			Uses a variety of strategies to build relationships with <i>all</i> children
			For a child(ren) with challenging behaviors, adult attends to the child in positive ways at times when the child is not engaging in challenging behavior
			Promotes a sense of classroom community

Guiding Children’s Learning (Continued)			
			Encourages children’s efforts and accomplishments
			Gives, or encourages children to locate, information to expand their knowledge base
			Encourages children to seek assistance from peers

Examining Teacher Attitudes, Beliefs, and Skills			
LT/AT	Admin	TM or ECS	Indicators
			Considers personal beliefs regarding the acceptability and unacceptability of specific types of child behavior
			Understands that all children’s behaviors are conveying a message
			Identifies the behaviors that “push my buttons”; develops proactive strategies in these situations
			Works together as team to problem solve around issues related to challenging behaviors (other teachers, director, family)
			Implements self-care strategies

Teaching Social Emotional Strategies			
LT/AT	Admin	TM or ECS	Indicators
			Teaches children to identify and label their own feelings; recognize and identify feelings of peers
			Shows sensitivity to individual children’s needs
			Teaches children strategies for self-regulating behaviors (e.g.) Mindful Moments
			Structures activities to encourage and teach sharing and working cooperatively
			Labels own emotional states and provides an action statement (e.g. I am feeling frustrated so I better take some deep breaths to calm down). Models appropriately.
			Implements all steps of the conflict resolution process

Guiding Children’s Learning			
LT/AT	Admin	TM or ECS	Indicators
			Moves throughout the classroom and interacts with children to address their interests
			Engages in children’s play within the context of current play theme; extends play as appropriate
			Engages in high level questioning to support children’s learning

Giving Directions and Establishing Clear Limits			
LT/AT	Admin	TM or ECS	Indicators
			Teaches <i>and reteaches</i> rules and appropriate expectations for each classroom area and part of the daily routine
			Provides opportunities for children to practice classroom rules
			Gains children’s attention before giving directions
			Gives clear directions that are positive
			Gives children choices and options when appropriate
			Follows through with encouraging statements of children’s behavior
			All adults enforce classroom rules consistently and fairly

These materials were partially developed under a grant awarded by the Department of Education



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Notes: