

HEAD START OF LANE COUNTY

Social Emotional Inventory of Practices

Today's Date: _____

Classroom: _____

Teachers: _____

Time In: _____

Time Out: _____

RM/Consultant/Observation Mode (direct, or video): _____

NOTES

Relationship/ Teaching Strategies Skills and Indicators	Consistently	Occasionally	Seldom	Missed Opportunity?	Observations
Observations	3	2	1		
<input type="checkbox"/> The Teachers acknowledge children’s communication with her/him					
<input type="checkbox"/> The Teachers join in children’s play to support their interactions and expand their ideas					
<input type="checkbox"/> The Teachers have extended comfortable and positive conversations with children during routines and activities about their interests and ideas					
<input type="checkbox"/> The Teachers use descriptive encouragement for children’s skills, behaviors, and activities					
<input type="checkbox"/> The Teachers respond to children’s comments and ideas by asking questions and making comments					
<input type="checkbox"/> The Teachers frequently display positive affection (smiles, laughter, enthusiasm, matched affect, social conversation)					

Relationship/ Teaching Strategies Skills and Indicators	Consistently	Occasionally	Seldom	Missed Opportunity?	Observations
Observations	3	2	1		
<input type="checkbox"/> The Teachers do NOT display negative affect and rarely, if at all, displays mild negativity (irritability, anger, harsh voice, aggression, disconnected or escalated negativity)					
<input type="checkbox"/> The Teachers do Not yell or make threats to establish control (yelling, threats, unneeded physical control, harsh punishment)					
<input type="checkbox"/> The Teachers do NOT use language that is sarcastic or disrespectful (sarcastic voice/statements; teasing; humiliation)					
<input type="checkbox"/> The Teachers do NOT use severe negativity (victimization, bullying, physical punishment)					
<input type="checkbox"/> The Teachers frequently provide positive communication (verbal affection, physical affection, positive expectations)					
<input type="checkbox"/> The Teachers demonstrate respect (Ex: eye contact; warm, calm voice; respectful language)					
<input type="checkbox"/> The Teachers recognize child cues					

Relationship/ Teaching Strategies Skills and Indicators	Consistently	Occasionally	Seldom	Missed Opportunity?	Observations
Observations	3	2	1		
<input type="checkbox"/> The Teachers review the schedule with children and refer to it throughout the day					
<input type="checkbox"/> Teacher-directed activities are shorter than 20 minutes					
<input type="checkbox"/> Individual children who need extra support are prepared for activities using an activity schedule or cues at the beginning of an activity					
<input type="checkbox"/> Routines are structured so that there is a clear beginning, middle, and end					
<input type="checkbox"/> The Teachers provide explanations when changes in the schedule are necessary					
<input type="checkbox"/> The Teachers structure transitions so children do not have to spend excessive time waiting with nothing to do					
<input type="checkbox"/> The Teachers teach children the expectations associated with transitions					
Relationship/ Teaching Strategies				Missed	

Skills and Indicators	Consistently	Occasionally	Seldom	Opportunity?	Observations
Observations	3	2	1		
<ul style="list-style-type: none"> • The Teachers provide direct warnings to individual children who may have difficulty prior to transitions 					
<ul style="list-style-type: none"> • The Teachers guide individual children who need extra support during a transition 					
<input type="checkbox"/> The Teachers offer general guidance to children to select activities or use materials to promote engagement (Ex: use choice cards or choice boards)					
<input type="checkbox"/> The Teachers provide appropriate activities that will support the engagement of the class					
<input type="checkbox"/> The Teachers vary speech and intonation to maintain the children's interests in the large group activity					
<input type="checkbox"/> The Teachers monitor children's behavior and modify plans when children lose interest in large group activities					

Relationship/ Teaching Strategies Skills and Indicators	Consistently	Occasionally	Seldom	Missed Opportunity?	Observations														
Observations	3	2	1																
<input type="checkbox"/> The Teachers use peers as models during small group activities																			
<input type="checkbox"/> The Teachers use a variety of ways to teach the expectations of specific activities so that all children understand them																			
<input type="checkbox"/> The Teachers gain the child’s attention before giving directions																			
<input type="checkbox"/> The Teachers limit the number of directions to between 1-3 at a time																			
<input type="checkbox"/> The Teachers individualize the way directions are given																			
<input type="checkbox"/> The Teachers give clear directions																			
<input type="checkbox"/> The Teachers gives directions that are positive																			
<input type="checkbox"/> The Teachers give children time to respond to directions																			
<input type="checkbox"/> The Teachers give children choices and options when appropriate																			

Relationship/ Teaching Strategies Skills and Indicators	Consistently	Occasionally	Seldom	Missed Opportunity?		Observations
Observations	3	2	1			
<input type="checkbox"/> The Teachers review the posted behavior expectations with children during large-group activities						
<input type="checkbox"/> When a behavior occurs that isn't in alignment with the posted expectation, the child is reminded of the posted expectations						
<input type="checkbox"/> The Teachers state expectations positively and specifically (avoids words "no" and "don't" as much as possible)						
<input type="checkbox"/> The Teachers keeps expectations to a manageable number (3-6)						
<input type="checkbox"/> The Teachers provide instruction or reminders on posted behavior expectations to individual children, during play, and within small-group activities						
<input type="checkbox"/> Provides connection with children throughout the day (Teacher is a "safe haven"; children don't have to "mis-behave" in order to get connection)						

Relationship/ Teaching Strategies Skills and Indicators	Consistently	Occasionally	Seldom	Missed Opportunity?	Observations
Observations	3	2	1		
<input type="checkbox"/> The Teachers provide nonverbal cues of appreciation					
<input type="checkbox"/> The Teachers demonstrate active listening with children					
<input type="checkbox"/> The Teachers show empathy and acceptance of children's feelings					
<input type="checkbox"/> The Teachers respect and accommodate individual needs, personalities, and characteristics					
<input type="checkbox"/> The Teachers convey acceptance of individual differences (culture, gender, sensory needs, language, abilities) through planning, material selection, and discussion of topics					
<input type="checkbox"/> The Teachers allow children time to respond and/or complete task independently before offering assistance					

Relationship/ Teaching Strategies Skills and Indicators	Consistently	Occasionally	Seldom	Missed Opportunity?	Observations
Observations	3	2	1		
<input type="checkbox"/> The Teachers create opportunities for decision making, problem solving, and working together					
<input type="checkbox"/> The Teachers encourage peer partners/ buddies (i.e., hold hands during transitions, play partner, clean-up buddy, etc.)					
<input type="checkbox"/> The Teachers develop interaction opportunities within classroom routines (i.e., table captain, clean-up partner, snack set-up, etc.)					
<input type="checkbox"/> The Teachers model phrases children can use to initiate and encourage interactions					
<input type="checkbox"/> The Teachers ensure that interactions are mostly child-directed not teacher-directed during free play					
<input type="checkbox"/> The Teachers teach social skills through lessons and role-playing opportunities					
<input type="checkbox"/> The Teachers structure activities to encourage and teach sharing					

Relationship/ Teaching Strategies Skills and Indicators	Consistently	Occasionally	Seldom	Missed Opportunity?	Observations										
Observations	3	2	1												
<input type="checkbox"/> The Teachers structure activities to encourage and teach turn taking															
<input type="checkbox"/> The Teachers structure activities to encourage and teach requesting and distributing items															
<input type="checkbox"/> The Teachers structure activities to encourage and teach working cooperatively															
<input type="checkbox"/> The Teachers use validation, acknowledgment, mirroring back, labeling feelings, voice tones, or gestures to show an understanding of children's feelings															
<input type="checkbox"/> The Teachers assist children in recognizing and understanding how a classmate might be feeling by pointing out facial expressions, voice tone, body language, or words															
<input type="checkbox"/> The Teachers use real-life situations to practice problem solving, beginning with defining the problem and emotions involved															

Relationship/ Teaching Strategies Skills and Indicators	Consistently	Occasionally	Seldom	Missed Opportunity?	Observations
Observations	3	2	1		
<input type="checkbox"/> The Teachers show that all emotions are acceptable (sad, mad, glad, etc.)					
<input type="checkbox"/> The Teachers label their own emotional states and provides statement of regulation (e.g., I am feeling frustrated so I'm going to take some deep breaths and calm down)					
<input type="checkbox"/> The Teachers systematically teach the problem solving steps: <ul style="list-style-type: none"> a. What is the problem? b. What are some solutions? c. What would happen next? d. Try out the solution. 					
<input type="checkbox"/> The Teachers take time to support children through the problem solving process during heated moments					
<input type="checkbox"/> The Teachers help children recognize cues of emotional escalation					

Relationship/ Teaching Strategies Skills and Indicators	Consistently	Occasionally	Seldom	Missed Opportunity?		Observations
Observations	3	2	1			
<input type="checkbox"/> The Teachers helps children identify appropriate choices						
<input type="checkbox"/> The Teachers helps children try solutions until the situation is appropriately resolved						
Comments:						
<i>This tool is from the work of the Center on the Social and Emotional Foundations for Early Learning, the Classroom Assessment Scoring System (CLASS), and "Attachment in the Classroom" by Dr. Heather Geddes</i>						