

Inventory of Practices for Promoting Social Emotional Competence Birth to Three

Users are encouraged to send feedback that can be used to improve this tool to lanierd@childcareservices.org

History: CSEFEL's *Inventory of Practices for Promoting Social Emotional Competence* was adapted for Birth to Three by the North Carolina Infant Toddler Enhancement Project in 2009. While much of the original version remains intact, revisions include language and categorization of skills and indicators. The goal is to have a tool that would be a better fit for use in infant and toddler child care settings.

Purpose: This inventory was adapted to be used by the NC Infant Toddler Specialists to identify training and technical assistance needs in classrooms requesting support. It may also be used to collaboratively develop a work plan to address those needs. A sample format for this work plan is available. The IT Specialists will conduct improvement planning in a manner similar to other project activities.

Use of Inventory: This tool may be used as a whole or in sections and should be used in consecutive order by section (listed below).

- I. **Nurturing and Responsive Relationships**
3 Skills, 18 Indicators
- II. **High Quality Environments**
4 Skills, 21 Indicators
- III. **Targeted Social Emotional Supports**
14 Skills, 75 Indicators
- IV. **Intensive Interventions**
5 Skills, 16 Indicators

The tool is best used to encourage reflection and discussion. The skills are 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 a skill or indicator. Three levels of skill permit the users to record their perceived skill level for each indicator. Another column allows the team to indicate whether or not an indicator should be a *Target for Training*.

The IT Specialist will determine whether to proceed using one or more sections (or even parts of a section). This will depend on the individual teacher's education and experience but must always begin with Section I.

Current issues in a classroom may make it important to work on skills found in later sections while working consecutively through the entire inventory. For example, if challenging behavior is occurring regularly in a toddler room during transitions, some support for the teachers on this skill in Section II (Ensures Smooth Transitions) should be available even if all Section I skills are not yet consistently observed.

Strategies for **completing the inventory** (as a whole or in sections) *may include one or more of the following:*

1. The IT Specialist observes and then completes the inventory during an **interview** with the classroom teacher.
2. Classroom teacher completes the inventory as a self-assessment after the IT Specialist reviews the tool/items with him/her.
3. The IT Specialist completes the inventory during one or more observations of the classroom.
4. After the teacher and the IT Specialist individually complete the inventory, they review and come to consensus.

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I. Nurturing and Responsive Relationships

Skills and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
				YES	NO	
1. Develops meaningful relationships with children and families	3	2	1	YES	NO	
<input type="checkbox"/> Greets children on arrival; calls by name						
<input type="checkbox"/> Communicates with children at eye level						
<input type="checkbox"/> Verbally interacts with individual children during routines and activities						
<input type="checkbox"/> Participates in children's play when appropriate						
<input type="checkbox"/> Shows respect, consideration, warmth to all children						
<input type="checkbox"/> Speaks calmly to children						
<input type="checkbox"/> Uses a variety of strategies for building relationships with all children						
<input type="checkbox"/> Attends to children in positive ways at times when the children are not engaging in challenging behavior						
<input type="checkbox"/> Uses a variety of strategies for building relationships with all families including home visits when possible						
2. Examines personal, family, and cultural views of child's behavior	3	2	1	YES	NO	
<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						

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I. Nurturing and Responsive Relationships

Skills and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
	3	2	1	YES	NO	
3. Examines own attitudes toward children’s behavior						
<input type="checkbox"/> Understands the relationship between children’s social emotional development and their behaviors						
<input type="checkbox"/> Understands that children’s behaviors are conveying a message						
<input type="checkbox"/> Understands there are many things that can be done to minimize 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 behaviors						
Comments:						

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II. High Quality Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
				YES	NO	
1. Designs the physical environment	3	2	1	YES	NO	
<input type="checkbox"/> Arranges traffic patterns in environment so there are no wide open running spaces						
<input type="checkbox"/> Arranges classroom so there is open space for infants to have tummy time						
<input type="checkbox"/> Removes obstacles that make it difficult for children with physical disabilities to move around the room						
<input type="checkbox"/> Clearly defines boundaries in play spaces						
<input type="checkbox"/> Provides a variety of materials in all play spaces						
<input type="checkbox"/> Designs play spaces in the environment to allow room for multiple children to use						
<input type="checkbox"/> Considers children's interests when deciding what to put in play spaces						
<input type="checkbox"/> Makes changes and additions to play spaces on a regular basis						
2. Develops schedules and routines	3	2	1	YES	NO	
<input type="checkbox"/> Designs schedule to minimize the number of transitions throughout the day						
<input type="checkbox"/> Implements routines consistently						
<input type="checkbox"/> Helps children learn about schedules (ex. uses visual or verbal cues)						

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Skills and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
				YES	NO	
	3	2	1	YES	NO	
<input type="checkbox"/> Provides explanations when changes in the schedule are necessary						
3. Ensures Smooth Transitions	3	2	1	YES	NO	
<input type="checkbox"/> Structures transitions so children do not spend excessive time waiting						
<input type="checkbox"/> Has expectations associated with transitions that are developmentally appropriate (i.e., children not required to line up)						
<input type="checkbox"/> Provides cues to children prior to transitions						
<input type="checkbox"/> Individualizes the cues prior to transitions						
<input type="checkbox"/> Makes adaptations and modifications to ensure that all children can be involved in a meaningful way in any activity						
4. Utilizes effective environmental arrangements to encourage social interactions	3	2	1	YES	NO	
<input type="checkbox"/> Considers peer placement during classroom activities						
<input type="checkbox"/> Effectively selects, arranges, and implements activities that promote interactions (high interest, novel, culturally meaningful)						
<input type="checkbox"/> Develops adult/child and child/child interaction opportunities within classroom routines (i.e., diapering procedures, feeding, clean-up partner, snack set-up, etc.)						

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II. High Quality Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
	3	2	1	YES	NO	
<input type="checkbox"/> Creates an environment where children and families like to be (i.e., feel comfortable, welcome, and safe) incorporating cultural awareness of children in the environment						
Comments:						

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III. Targeted Social Emotional Supports

Skills and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
	3	2	1	YES	NO	
1. Designs activities to promote engagement (Small group = 2 or more individuals)						
<input type="checkbox"/> Plans and offers group activities with specific goals in mind for individual children						
<input type="checkbox"/> Varies the topics in small group activities from day to day						
<input type="checkbox"/> Provides opportunities for children to be actively involved in small group activities						
<input type="checkbox"/> Varies speech and intonation to maintain the children's interests in the small group activity						
<input type="checkbox"/> Observes children's behavior and modifies plans when children lose interest in small group activities						
<input type="checkbox"/> Plans and offers engaging small group activities						
<input type="checkbox"/> Encourages peer engagement during 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						

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Skills and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
				YES	NO	
2. Giving directions	3	2	1	YES	NO	
<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 (Say what is happening now and next and what's expected)						
<input type="checkbox"/> States directions in the positive						
<input type="checkbox"/> Gives children time to respond to directions						
<input type="checkbox"/> Gives children choices and options when appropriate						
3. Has developmentally age appropriate expectations and enforces developmentally age appropriate behavior	3	2	1	YES	NO	
<input type="checkbox"/> Introduces developmentally appropriate expectations to children						
<input type="checkbox"/> Teaches expectations in developmentally appropriate ways						

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Skills and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
				YES	NO	
	3	2	1			
<input type="checkbox"/> Provides opportunities for children to practice expectations						
<input type="checkbox"/> States expectations positively and specifically (avoids words "no" and "don't" as much as possible)						
<input type="checkbox"/> Frequently gives children time and attention when engaging in appropriate behavior						
<input type="checkbox"/> Enforces rules						
<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						

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Skills and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
				YES	NO	
	3	2	1	YES	NO	
<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						
4. Interacts with children to develop their self-esteem	3	2	1	YES	NO	
<input type="checkbox"/> Involves in 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						
5. Shows sensitivity to individual children's needs	3	2	1	YES	NO	
<input type="checkbox"/> Respects and accommodates individual needs, personalities, and characteristics						

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Skills and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
				YES	NO	
	3	2	1	YES	NO	
<input type="checkbox"/> Adapts and adjusts program accordingly (instruction, curriculum, materials, etc.)						
<input type="checkbox"/> Conveys acceptance of individual differences (culture, gender, sensory needs, language, abilities) through planning, material selection, and discussion of topics						
6. Encourages autonomy	3	2	1	YES	NO	
<input type="checkbox"/> Provides children with opportunities to make choices						
<input type="checkbox"/> Provides children time to respond and/or complete efforts/actions independently before offering assistance						
<input type="checkbox"/> Creates opportunities for decision making, problem solving, and interacting with peers						
<input type="checkbox"/> Offers children strategies for self-regulating and/or self-monitoring behaviors						
<input type="checkbox"/> Demonstrates sensitivity to peer preferences and personalities by grouping according to observed temperament						
<input type="checkbox"/> Shows an understanding of developmental levels of interactions and play skills						

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III. Targeted Social Emotional Supports

Skills and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
				YES	NO	
7. Capitalizes on the presence of typically developing peers	3	2	1	YES	NO	
<input type="checkbox"/> Utilizes peers as models of desirable social behavior by developing settings that enhance children’s mimicry and modeling of others						
<input type="checkbox"/> Encourages peer partners/buddies (i.e., hold hands during transitions, play partner, clean-up buddy, etc.)						
8. Uses prompting and reinforcement of positive interactions effectively	3	2	1	YES	NO	
<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 positive interactions						
<input type="checkbox"/> Models verbal and non-verbal communication strategies children can use to initiate and encourage interactions						
<input type="checkbox"/> Talks about “friends” and “playing with friends”						
<input type="checkbox"/> Facilitates interactions by supporting and suggesting play ideas						
<input type="checkbox"/> Ensures that interactions are mostly child-directed not teacher-directed during free play						

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Skills and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
				YES	NO	
9. Provides instruction to aid in the development of social skills	3	2	1	YES	NO	
<input type="checkbox"/> Includes social interaction goals on the IFSP (Individual planning)						
<input type="checkbox"/> Promotes appropriate social skills through activities, schedules and routines, modeling and role-playing opportunities						
<input type="checkbox"/> Incorporates cooperative games, stories, and activities that promote empathy and awareness of helping others into planning						
<input type="checkbox"/> Uses activities, schedules, and routines to encourage and promote turn taking						
<input type="checkbox"/> Uses activities, schedules, and routines to encourage and promote requesting and distributing items						
<input type="checkbox"/> Uses activities, schedules, and routines to encourage and promote working cooperatively						
10. Promotes identification and labeling of emotions in self and others	3	2	1	YES	NO	
<input type="checkbox"/> Uses photographs, pictures, and posters that portray people in various emotional states						
<input type="checkbox"/> Uses validation, acknowledgment, mirroring back, labeling feelings, voice tones, or gestures to show an understanding of children's feelings						

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Skills and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
				YES	NO	
	3	2	1	YES	NO	
<input type="checkbox"/> Assists 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"/> Uses real-life situations to practice problem solving, beginning with defining the problem and emotions involved						
11. Explores the nature of feelings and the appropriate ways they can be expressed	3	2	1	YES	NO	
<input type="checkbox"/> Teaches that all emotions are okay, but not all expressions are okay; offers alternative expressions when possible						
<input type="checkbox"/> Labels own emotional states and provides an action statement (i.e., I am feeling frustrated so I better take some deep breaths and calm down)						
<input type="checkbox"/> Uses opportunities to comment on occasions when children state they are feeling upset or angry but are remaining calm						
12. Models appropriate expressions and labeling of their own emotions and self-regulation throughout the course of the day	3	2	1	YES	NO	
<input type="checkbox"/> Labels positive feelings						
<input type="checkbox"/> Labels negative feelings paired with actions to regulate						

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III. Targeted Social Emotional Supports

Skills and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
13. Creates a planned approach for <u>problem solving</u> processes within the classroom	3	2	1	YES	NO	
<input type="checkbox"/> Individualizes the planned approach to the appropriate level of the child						
<input type="checkbox"/> Systematically teaches the problem solving steps: a. What is my problem? b. What are some solutions? c. What would happen next? d. Try out the solution.						
<input type="checkbox"/> "Problematizes" situations throughout the day to allow children opportunities to generate solutions						
<input type="checkbox"/> Takes time to support children experiencing strong emotions (anger, frustration, fear) through the problem solving process.						
<input type="checkbox"/> Comments on and reinforces children's problem solving effort						
14. Promotes children's individualized emotional regulation that will enhance positive social interactions within the classroom	3	2	1	YES	NO	
<input type="checkbox"/> Labels cues of emotional escalation for children						
<input type="checkbox"/> Helps children identify appropriate choices						

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Skills and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
				YES	NO	
	3	2	1	YES	NO	
<input type="checkbox"/> Helps children try solutions until the situation is appropriately resolved						
<input type="checkbox"/> Displays photographs of children working out situations						
Comments:						

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IV. Intensive Interventions

Skills and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
				YES	NO	
1. Teams with family to develop support plans	3	2	1	YES	NO	
<input type="checkbox"/> Invites family to participate in behavior support process from the beginning						
<input type="checkbox"/> Encourages family to assist in the development of plan						
<input type="checkbox"/> Takes into account family's cultural needs						
<input type="checkbox"/> Ensures that the plan addresses family and child care issues						
2. Teams use functional assessment	3	2	1	YES	NO	
<input type="checkbox"/> Conducts observations						
<input type="checkbox"/> Completes interviews						
<input type="checkbox"/> Assists in developing hypothesis as a member of the team						
3. Develops and implements behavior support plan	3	2	1	YES	NO	
<input type="checkbox"/> Includes replacement skills						
<input type="checkbox"/> Includes prevention strategies						
<input type="checkbox"/> Includes new responses						

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IV. Intensive Interventions

Skills and Indicators	Consistently	Occasionally	Seldom	Target for Training?		Observations/Evidence
				YES	NO	
4. Teaches replacement skills	3	2	1	YES	NO	
<input type="checkbox"/> Replacement skills are taught throughout the daily routines and activities						
<input type="checkbox"/> Replacement skills are taught when challenging behavior is not occurring						
<input type="checkbox"/> Consistently provides positive reinforcement for appropriate behavior						
5. Monitors progress	3	2	1	YES	NO	
<input type="checkbox"/> Measures and monitors changes in challenging behavior						
<input type="checkbox"/> Measures and monitors acquisition of replacement skills						
<input type="checkbox"/> Collaborate as a member of a team that meets periodically to review child progress, plan implementation, and to develop new support strategies						
Comments:						