

# Step 3 Essential Trainings

*Supportive Environments, Routines, and Transitions*



## Checklist of Practice

| Always | Sometimes | Not Yet | Caregiver Strategies: What they look like in practice  |
|--------|-----------|---------|--|
|        |           |         | 1. Schedule adequate time for child initiated play and exploration.  |
|        |           |         | 2. Provide open-ended materials that encourage social play such as blocks and building materials, props and dress up clothes, various art mediums, farm/zoo animals, diverse family figures, assorted vehicles, liquids for pouring and mixing, and microscopes/magnifiers.                            |
|        |           |         | 3. Follow babies and children's cues and/or choices in daily activities, including toys, activities, and books.  |
|        |           |         | 4. Explain what will happen next. ("After we go back inside, it will be time for snack." Or "After you have a clean diaper, we will both wash our hands.")   |
|        |           |         | 5. When the setting becomes cluttered with toys, blocks, and books, tidy up making a safe and inviting area for children to initiate play.   |
|        |           |         | 6. Offer opportunities to display work, including 3-dimensional structures at the children's eye level.  |
|        |           |         | 7. Set up environments for children to play both independently and with others.  |
|        |           |         | 8. Plan regular group singing and rhythmic movement, and take spontaneous opportunities to sing and move in groups.  |
|        |           |         | 9. Provide consistent daily care routines and schedule.  |
|        |           |         | 10. Display photographs of children playing together.  |
|        |           |         | 11. Provide adequate transition time and talk about upcoming changes to the schedule or setting. ("In five minutes it's going to be time to clean up the centers and go outside" or "After we get back from the break, our classroom is going to look different because the furniture will be moved.") |
|        |           |         | 12. Provide children with reminders when changes in schedule are planned. ("Today we are walking to the library after snack.")   |
|        |           |         | 13. Support routines for saying "hello" and "good-bye."  |
|        |           |         | 14. Involve children in signaling transitions (e.g. ringing bell for transition, sing a song, say a poem, put on an article of clothing).  |
|        |           |         | 15. Establish and maintain routines for eating, sleeping, diapering, and other regular activities while taking into account family's care practices and child's schedule.  |

