

Inventory of Practices for Promoting Children's Social Emotional Competence

Center on the Social and Emotional Foundations for Early Learning

Purpose of the Inventory: *The Inventory of Practices for Promoting Social Emotional Competence* is designed to be used by individuals and/or teams to assess current practices related to the social emotional pyramid approach: (a) building positive relationships, (b) creating supportive environments, (c) social emotional teaching strategies, and (d) individualized intensive interventions. The *Inventory* encourages: (a) individual self-reflection, (b) opportunities for teaming between class-room teachers, mentor coaches, supervisors, site directors, and other administrators, and (c) promotes effective practices for direct service staff.

Use of the Inventory: This tool is best utilized in a manner that encourages reflection and discussion. Each of the four general areas include several *Skills and Indicators* 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/Comments*

allows the user to write thoughts, suggestions, strengths, and needs concerning either the specific *Skills or Indicators*. Three levels of skill, *Consistently, Occasionally, and Seldom*, permit users to record their perceived skill level for each indicator by checking the appropriate box. Users should be consistent in their appraisal of skills across the three levels, *Consistently, Occasionally, and Seldom* (i.e., across all children in the classroom, target child or specific groups of children, environment of all classrooms, etc.). The final column allows the individual to reflect and indicate their attitude or belief concerning each of the *Skills and Indicators* by rating their importance. The team or individual may wish to delineate specific training and/or mentoring requests, professional development opportunities, or encouragement in the *Observations/Evidence/Comments* box.

Completion Dates: Users may complete the *Inventory* at different times as a way of determining their progress toward addressing specific skills targeted for improvement. Different color inks corresponding to the dates completed can be used when completing the tool in order to highlight changes over time.

Building Positive Relationships

Skills and Indicators	Consistently	Occasionally	Seldom	Rate the importance of each of the following:			
				Very Important	Important	Somewhat Important	Not Important
1. Develops meaningful relationships with children and families	1	2	3	4	3	2	1
] Greets children on arrival; calls by name				4	3	2	1
] Communicates with children at eye level				4	3	2	1
] Verbally interacts with individual children during routines and activities				4	3	2	1
] Participates in children's play when appropriate				4	3	2	1
] Shows respect, consideration, and warmth to all children				4	3	2	1
] Speaks calmly to children				4	3	2	1
] Uses a variety of strategies for building relationships with all children				4	3	2	1
] Attends to children in positive ways at times when the children are not engaging in challenging behavior				4	3	2	1
] Uses a variety of strategies for building relationships with all families				4	3	2	1
] Creates a classroom that is a place that children and families like to be (i.e. feel safe)				4	3	2	1
Observations/Evidence/Comments:							

Building Positive Relationships

Skills and Indicators	Consistently	Occasionally	Seldom	Rate the importance of each of the following:			
				Very Important	Important	Somewhat Important	Not Important
2. Examines personal, family, and cultural views of child's challenging behavior	1	2	3	4	3	2	1
] Considers personal beliefs regarding the acceptability and unacceptability of specific types of child behavior				4	3	2	1
] Considers personal beliefs regarding the causes of specific types of unacceptable child behavior				4	3	2	1
] Acknowledges contrasting or conflicting beliefs held by others regarding acceptable and unacceptable types of child behavior				4	3	2	1
Observations/Evidence/Comments:							

Building Positive Relationships

Skills and Indicators	Consistently	Occasionally	Seldom	Rate the importance of each of the following:			
				Very Important	Important	Somewhat Important	Not Important
3. Examines own attitude toward challenging behavior	1	2	3	4	3	2	1
Understands the relationship between children's social emotional development and challenging behaviors				4	3	2	1
Understands that children's challenging behaviors are conveying some type of message				4	3	2	1
Understands there are many things that can be done to prevent challenging behaviors				4	3	2	1
Identifies what behaviors "push my buttons"				4	3	2	1
Develops strategies for dealing with situations when children's behaviors "push my buttons"				4	3	2	1
Works together with a team to problem solve around issues related to challenging behaviors				4	3	2	1
Observations/Evidence/Comments:							

Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Rate the importance of each of the following:			
				Very Important	Important	Somewhat Important	Not Important
4. Designs the physical environment	1	2	3	4	3	2	1
<input type="checkbox"/> Arranges traffic patterns in classroom so there are no wide open spaces				4	3	2	1
<input type="checkbox"/> Removes obstacles that make it difficult for children with physical disabilities to move around the room				4	3	2	1
<input type="checkbox"/> Clearly defines boundaries in learning centers				4	3	2	1
<input type="checkbox"/> Arranges learning centers to allow room for multiple children				4	3	2	1
<input type="checkbox"/> Provides a variety of materials in all learning centers				4	3	2	1
<input type="checkbox"/> Designs learning centers so that children spend time evenly across centers				4	3	2	1
<input type="checkbox"/> Considers children's interests when deciding what to put in learning centers				4	3	2	1
<input type="checkbox"/> Makes changes and additions to learning centers on a regular basis				4	3	2	1
<input type="checkbox"/> Visually closes learning centers when they are not an option for children to use				4	3	2	1
Observations/Evidence/Comments:							

Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Rate the importance of each of the following:			
				Very Important	Important	Somewhat Important	Not Important
5. Develops schedules and routines	1	2	3	4	3	2	1
▮ Designs schedule to include a balance of large group and small group activities				4	3	2	1
▮ Designs schedule to minimize the amount of time children spend making transitions between activities				4	3	2	1
▮ Implements schedule consistently				4	3	2	1
▮ Teaches children about the schedule				4	3	2	1
▮ Provides explanations when changes in the schedule are necessary				4	3	2	1
Observations/Evidence/Comments:							

Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Rate the importance of each of the following:			
				Very Important	Important	Somewhat Important	Not Important
6. Ensures smooth Transitions	1	2	3	4	3	2	1
<input type="checkbox"/> Structures transitions so children do not have to spend excessive time waiting with nothing to do				4	3	2	1
<input type="checkbox"/> Teaches children the expectations associated with transitions				4	3	2	1
<input type="checkbox"/> Provides warnings to children prior to transitions				4	3	2	1
<input type="checkbox"/> Individualizes the warnings prior to transitions so that all children understand them				4	3	2	1
Observations/Evidence/Comments:							

Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Rate the importance of each of the following:			
				Very Important	Important	Somewhat Important	Not Important
7. Designs activities to promote engagement	1	2	3	4	3	2	1
Plans and conducts large group activities with specific goals in mind for the children				4	3	2	1
Varies the topics and activities in the large group from day to day				4	3	2	1
Provides opportunities for children to be actively involved in large group activities				4	3	2	1
Varies speech and intonation to maintain the children's interest in the large group activities				4	3	2	1
Monitors children's behavior and modifies plans when children lose interest in large group activities				4	3	2	1
Plans and conducts small group activities with specific goals in mind for each child				4	3	2	1
Plans and conducts fun small group activities				4	3	2	1
Uses peers as models during small group activities				4	3	2	1
Monitors children's behavior and modifies plans when children lose interest in small group activities				4	3	2	1
Makes adaptations and modifications to ensure that all children can be involved in a meaningful way in any activity				4	3	2	1
Uses a variety of ways to teach the expectations of specific activities so that all children understand them				4	3	2	1
Observations/Evidence/Comments:							

Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Rate the importance of each of the following:			
				Very Important	Important	Somewhat Important	Not Important
8. Giving Directions	1	2	3	4	3	2	1
<input type="checkbox"/> Gains child's attention before giving directions				4	3	2	1
<input type="checkbox"/> Minimizes the number of directions				4	3	2	1
<input type="checkbox"/> Gives clear directions				4	3	2	1
<input type="checkbox"/> Gives directions that are positive				4	3	2	1
<input type="checkbox"/> Gives children time to respond to directions				4	3	2	1
<input type="checkbox"/> Gives children choices and options when appropriate				4	3	2	1
<input type="checkbox"/> Follows through with positive acknowledgements of children's behavior				4	3	2	1
Observations/Evidence/Comments:							

Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Rate the importance of each of the following:			
				Very Important	Important	Somewhat Important	Not Important
9. Establishes and enforces clear rules, limits, and consequences for behavior	1	2	3	4	3	2	1
Identifies appropriate classroom rules with children				4	3	2	1
Teaches rules in developmentally appropriate ways				4	3	2	1
Provides opportunities for children to practice classroom rules				4	3	2	1
States rules positively and specifically (avoid words "no" and "don't " as much as possible				4	3	2	1
Keeps rules to manageable number (3-6)				4	3	2	1
Frequently reinforces children for appropriate behavior				4	3	2	1
Identifies consequences for both following and not following the rules				4	3	2	1
Makes sure all adults in classroom know rules and consequences				4	3	2	1
Enforces rules and consequences consistently and fairly				4	3	2	1
Observations/Evidence/Comments:							

Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Rate the importance of each of the following:			
				Very Important	Important	Somewhat Important	Not Important
10. Engages ongoing monitoring and positive attention	1	2	3	4	3	2	1
┆ Gives children time and attention when engaging in appropriate behavior				4	3	2	1
┆ Monitors adults' interactions with children throughout the day				4	3	2	1
Observations/Evidence/Comments:							

Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Rate the importance of each of the following:			
				Very Important	Important	Somewhat Important	Not Important
11. Uses positive feedback and encouragement	1	2	3	4	3	2	1
<input type="checkbox"/> Uses positive feedback and encouragement contingent on appropriate behavior				4	3	2	1
<input type="checkbox"/> Provides descriptive feedback and encouragement				4	3	2	1
<input type="checkbox"/> Conveys enthusiasm while giving positive feedback and encouragement				4	3	2	1
<input type="checkbox"/> Uses positive feedback and encouragement contingent on child's efforts				4	3	2	1
<input type="checkbox"/> Provides nonverbal cues of appreciation				4	3	2	1
<input type="checkbox"/> Recognizes that there is individual variation in what forms of acknowledgement are interpreted as positive by children				4	3	2	1
<input type="checkbox"/> Involves other adults in acknowledging children				4	3	2	1
<input type="checkbox"/> Models positive feedback and encouragement frequently				4	3	2	1
Observations/Evidence/Comments:							

Social Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Rate the importance of each of the following:			
				Very Important	Important	Somewhat Important	Not Important
12. Interacts with children to develop their self-esteem	1	2	3	4	3	2	1
] Demonstrates active listening with children				4	3	2	1
] Avoids judgmental statements				4	3	2	1
] Responds to children's ideas				4	3	2	1
] Recognizes children's efforts				4	3	2	1
] Shows empathy and acceptance of children's feelings.				4	3	2	1
13. Shows sensitivity to individual children's needs				4	3	2	1
] Respects and accommodates individual needs, personalities, and characteristics				4	3	2	1
] Adapts and adjusts accordingly (Instruction, curriculum, materials, etc.)				4	3	2	1
] Conveys acceptance of individual differences (culture, gender, sensory needs, language, abilities,) through planning, material selection, and discussion topics				4	3	2	1
Observations/Evidence/Comments:							

Social Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Rate the importance of each of the following:			
				Very Important	Important	Somewhat Important	Not Important
14. Encourage autonomy	1	2	3	4	3	2	1
<input type="checkbox"/> Provides children with opportunities to make choices				4	3	2	1
<input type="checkbox"/> Allows children time to respond and/or complete task independently before offering assistance				4	3	2	1
<input type="checkbox"/> Creates opportunities for decision making, problem solving, and working together				4	3	2	1
<input type="checkbox"/> Teaches children strategies for self-regulating and/or self-monitoring behaviors				4	3	2	1
15. Capitalizes on the presence of typically developing peers				4	3	2	1
<input type="checkbox"/> Utilizes peers as models of desirable social behavior				4	3	2	1
<input type="checkbox"/> Encourages peer partners/buddies (i.e. hold hands during transitions, play partner, clean-up buddy, etc.)				4	3	2	1
<input type="checkbox"/> Demonstrates sensitivity to peer preferences and personalities				4	3	2	1
<input type="checkbox"/> Shows an understanding of developmental levels of interactions and play skills				4	3	2	1
Observations/Evidence/Comments:							

Social Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Rate the importance of each of the following:			
				Very Important	Important	Somewhat Important	Not Important
16. Utilizes effective environmental arrangements to encourage social interactions	1	2	3	4	3	2	1
] Considers peer placement during classroom activities				4	3	2	1
] Effectively selects, arranges, and utilizes materials that promote interactions (high interest, novel, culturally meaningful)				4	3	2	1
] Effectively selects, arranges, and implements activities that promote interactions (high interest, novel, culturally meaningful)				4	3	2	1
] Develops interaction opportunities within classroom routines (i.e. table captain, clean-up partner, snack set-up, etc.)				4	3	2	1
17. Uses prompting and reinforcement of interactions effectively				4	3	2	1
] Provides sincere, enthusiastic feedback to promote and maintain social interactions				4	3	2	1
] Waits until interactions are finished before reinforcing; doesn't interrupt interactions				4	3	2	1
] Models phrases children can use to initiate and encourage interactions				4	3	2	1
] Gives general reminders to "play with your friends"				4	3	2	1
] Facilitates interactions by supporting and suggesting play ideas				4	3	2	1
] Ensures that interactions are mostly child-directed not teacher-directed during free play				4	3	2	1
Observations/Evidence/Comments:							

Social Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Rate the importance of each of the following:			
				Very Important	Important	Somewhat Important	Not Important
18. Provides instruction to aid in the development of social skills	1	2	3	4	3	2	1
<input type="checkbox"/> Includes social interaction goals on the IEP				4	3	2	1
<input type="checkbox"/> Teaches appropriate social skills through lessons and role-playing opportunities				4	3	2	1
<input type="checkbox"/> Incorporates cooperative games, lessons, stories, and activities that promote altruistic behavior into planning				4	3	2	1
<input type="checkbox"/> Structures activities to encourage and teach sharing				4	3	2	1
<input type="checkbox"/> Structures activities to encourage and teach turn taking				4	3	2	1
<input type="checkbox"/> Structures activities to encourage and teach requesting and distributing items				4	3	2	1
<input type="checkbox"/> Structures activities to encourage and teach working cooperatively				4	3	2	1
Observations/Evidence/Comments:							

Social Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Rate the importance of each of the following:			
				Very Important	Important	Somewhat Important	Not Important
19. Promotes identification and labeling of emotions in self and others	1	2	3	4	3	2	1
] Uses photographs, pictures, and posters that portray people in various emotional states				4	3	2	1
] Uses validation, acknowledgement, mirroring back, labeling feelings, voice tones, or gestures to show an understanding of children's feelings				4	3	2	1
] Assists children in recognizing and understanding how a classmate might be feeling by pointing out facial expressions, voice tone, body language, or words				4	3	2	1
] Uses real-life situations to practice problem solving, beginning with defining the problem and emotions involved				4	3	2	1
20. Explores the nature of feelings and the appropriate ways they can be expressed				4	3	2	1
] Teaches that all emotions are okay, but not all expressions are okay				4	3	2	1
] Labels own emotional states and provides an action statement (e.g. I am feeling frustrated so I better take some deep breaths and calm down)				4	3	2	1
] Uses opportunities to comment on occasions when children state they are feeling upset or angry but are remaining calm				4	3	2	1
Observations/Evidence/Comments:							

Social Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Rate the importance of each of the following:			
				Very Important	Important	Somewhat Important	Not Important
21. Models appropriate expressions and labeling of their own emotions and self-regulating throughout the course of the day	1	2	3	4	3	2	1
Labels positive feelings				4	3	2	1
Labels negative feelings paired with actions to regulate				4	3	2	1
22. Creates a planned approach for problem solving processes within the classroom				4	3	2	1
Individualizes the planned approach to the appropriate level of the child				4	3	2	1
Systematically teaches the problem solving steps: A. What is my problem? B. What are some solutions? C. What would happen next? D. Try a solution				4	3	2	1
"Problematizes" situations throughout the day to allow children opportunities to generate solutions				4	3	2	1
Takes time to support children through the problem solving process during heated moments				4	3	2	1
Comments on and reinforces children's problem solving efforts				4	3	2	1
Observations/Evidence/Comments:							

Social Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Rate the importance of each of the following:			
				Very Important	Important	Somewhat Important	Not Important
23. Promotes children's individualized emotional regulation that will enhance positive social interactions within the classroom	1	2	3	4	3	2	1
<input type="checkbox"/> Helps children recognize cues of emotional escalation				4	3	2	1
<input type="checkbox"/> Helps children identify appropriate choices				4	3	2	1
<input type="checkbox"/> Helps children try solutions until the situation is appropriately resolved				4	3	2	1
<input type="checkbox"/> Displays photographs of children working out situations				4	3	2	1
Observations/Evidence/Comments:							

Individualized Intensive Interventions

Skills and Indicators	Consistently	Occasionally	Seldom	Rate the importance of each of the following:			
				Very Important	Important	Somewhat Important	Not Important
24. Teams with family to develop to support plans	1	2	3	4	3	2	1
Invites family to participate in behavior support process from the beginning				4	3	2	1
Accommodates family schedule				4	3	2	1
Encourages family to assist in the development of plan				4	3	2	1
Ensures that the plan addresses family and child care issues				4	3	2	1
Observations/Evidence/Comments:							

Individualized Intensive Interventions

Skills and Indicators	Consistently	Occasionally	Seldom	Rate the importance of each of the following:			
				Very Important	Important	Somewhat Important	Not Important
25. Teams use functional assessment	1	2	3	4	3	2	1
<input type="checkbox"/> Conducts observations				4	3	2	1
<input type="checkbox"/> Completes interviews				4	3	2	1
<input type="checkbox"/> Develops hypothesis				4	3	2	1
26. Develops and implements behavior support plan				4	3	2	1
<input type="checkbox"/> Includes replacement skills				4	3	2	1
<input type="checkbox"/> Includes prevention strategies				4	3	2	1
<input type="checkbox"/> Includes new responses				4	3	2	1
27. Teaches replacement skills				4	3	2	1
<input type="checkbox"/> Replacement skills are taught throughout the day				4	3	2	1
<input type="checkbox"/> Replacement skills are taught when challenging behavior is not occurring				4	3	2	1
<input type="checkbox"/> Consistently provides positive reinforcement for appropriate behavior				4	3	2	1
Observations/Evidence/Comments:							

Individualized Intensive Interventions

Skills and Indicators	Consistently	Occasionally	Seldom	Rate the importance of each of the following:			
				Very Important	Important	Somewhat Important	Not Important
28. Monitors progress	1	2	3	4	3	2	1
Measures and monitors changes in challenging behavior				4	3	2	1
Measures and monitors acquisition of replacement skills				4	3	2	1
Team meets periodically to review child progress, plan implementation and to develop new support strategies				4	3	2	1
Observations/Evidence/Comments:							