

Expulsion Prevention Teacher Checklist

Background:

Behavior concerns in the classroom can be very challenging for teachers. The good news is that there is much that we can do to promote healthy social and emotional development in all children, prevent behavior problems, and intervene successfully when behaviors pose a serious concern. The Pyramid Model for Supporting Social and Emotional Competence in Infants and Young Children provides a framework for helping us think about the role of adults in supporting children's social-emotional and behavior development. This model tells us that most problem behaviors can be addressed by looking at adult behaviors:

- ✓ Building positive relationships.
- ✓ Putting preventive classroom strategies in place.
- ✓ Specifically teaching children social and emotional skills.
- ✓ Increasing positive behavior supports for children who need more help.



<http://csefel.vanderbilt.edu/index.html>

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About This Checklist:

This document is designed to help you think about how you can increase supports for children in your classroom. You may find there are opportunities you have not thought about!

Nurturing & Responsive Relationship – Items 1-8 in the checklist below will help you think about the steps you can take to nurture and respond to both children and their parents. Positive, nurturing, trusting relationships set the stage for healthy social-emotional development and good behavior in children!

High Quality Supportive Environment – Questions 9-14 below will help you think about aspects of your physical classroom environment, activities, daily schedule and routines. Each of these strongly influences child behavior.

- ✓ Question 9 asks you to think about predictable daily schedules.
- ✓ Items 10-11 focus on your room arrangement and classroom materials.
- ✓ Activities and transitions are emphasized in questions 12-14 of the checklist.

Targeted Social-Emotional Supports – Just like we teach children their ABC's, we can teach them the social-emotional skills they need to be successful in school. This portion of the checklist (questions 15-22) will help you think about opportunities to teach children social and emotional skills, such as calming down or problem-solving. These can be useful for all children, but are especially needed by children who are having difficulty with their emotions or behavior.

- ✓ Emotional literacy is targeted in items 15-16.
- ✓ Questions 17-18 examine friendship skills and problem solving.
- ✓ Calm-down techniques are addressed in questions 19-20.
- ✓ Items 21-22 emphasize rules and choices.

Intensive Intervention – If the base of the pyramid is strong, most children will do well. However, you may encounter a child that needs more support. This final portion of the checklist (items 23-26) gives you suggestions for what to do in this circumstance.

- ✓ Questions 23-24 focus on screening, documenting, and tracking.
- ✓ Seeking support is emphasized in items 25-26.

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Your Name: _____ Today's Date: _____

This checklist includes steps you should take to support all children. It can be used to review at the earliest signs of concerns about a child's behavior. Read each question below, and place a check mark in the box that best describes that teacher (or teachers) in the classroom. Remember, there are no right or wrong answers.

1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always

	1	2	3	4	5
1) Do you give most of your attention to positive behaviors, that is, behaviors that you want to see more of? Do you notice and describe appropriate behaviors (you are building a very tall tower; you are sitting so patiently)?	<input type="checkbox"/>				
2) Do you communicate something positive about the child to the parent on a regular basis? Do your communications help the parents have the sense that you care about their child?	<input type="checkbox"/>				
3) Do staff greet children and parents cheerfully and by name?	<input type="checkbox"/>				
4) Are you building good relationships with parents from the first interaction (greeting parent by name, praising child in front of parent, sending positive notes home, responding to parents' concerns)?	<input type="checkbox"/>				
5) Do your communications send the message to parents that you are 'in this together' and that you want the very best for their child?	<input type="checkbox"/>				
6) Do you engage in frequent conversation with the children and use active listening skills?	<input type="checkbox"/>				
7) Do you use a caring tone when speaking to the children?	<input type="checkbox"/>				
8) Do you respond quickly to children in distress? Do you offer comfort to children who are upset or crying?	<input type="checkbox"/>				
9) Is there a consistent, predictable daily schedule that is taught daily to the children?	<input type="checkbox"/>				
10) Are there enough age-appropriate materials (toys, art supplies, etc.) to go around? For example, if the blocks center holds 4 children, are there enough blocks for 4 children to build structures?	<input type="checkbox"/>				
11) Are there spots in the preschool classroom for large group activities, a place for children to be by themselves, comfortable spots for reading or quiet play? Are there at least 5 well-defined learning centers (e.g., dramatic play, blocks, games and puzzles, art, sand and water, library, music)?	<input type="checkbox"/>				
12) Do you use play time to intentionally teach social-emotional skills (for example, helping an aggressive child ask another child to play in an appropriate way)?	<input type="checkbox"/>				
13) Is circle time interactive, engaging and short (typically 15 minutes or less of seated activity for preschoolers unless they are highly engaged—shorter and more flexible for toddlers)?	<input type="checkbox"/>				

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	1	2	3	4	5
14) Are children given warnings (5 minutes, 1 minute) when they are about to transition to a new activity, and are transitions short to eliminate long waits?	<input type="checkbox"/>				
15) Does classroom contain materials that help children recognize and label feelings (books, posters, games about feelings)?	<input type="checkbox"/>				
16) Do you use feeling words and help children learn to recognize feelings by naming and reflecting feelings (You look sad. Is there something I can do to help you feel better?)?	<input type="checkbox"/>				
17) Do you help children learn friendship skills (such as how to ask to play with a friend)?	<input type="checkbox"/>				
18) Do you actively teach and model problem-solving? Do you step in and assist children in solving their problem rather than punishing them?	<input type="checkbox"/>				
19) Do you actively teach children strategies to handle strong emotions (e.g., deep breathing)?	<input type="checkbox"/>				
20) Is there a calm-down spot children can choose to use when upset?	<input type="checkbox"/>				
21) Does each classroom have a few (3-5) positively stated (use gentle hands; walk inside) rules that are posted (including with visual cue) and taught?	<input type="checkbox"/>				
22) Are children offered genuine choices to avoid power struggles? For example, "We need to hold hands to cross the street. Would you like to hold this hand or this hand?"	<input type="checkbox"/>				
23) Have you completed a developmental and social-emotional screening? Has the child had a recent health screening, vision or hearing screen? Could a physical condition be contributing to the behavior?	<input type="checkbox"/>				
24) Are you documenting the frequency with which a behavior occurs? Are you looking for patterns related to the behavior (is it happening at the same time of day? During the same activity? What happened right before?)?	<input type="checkbox"/>				
25) Has another staff person been asked to observe and provide suggestions? Sometimes a fresh set of eyes focused on the child can be helpful.	<input type="checkbox"/>				
26) Have you sought help from a behavioral consultant with an educational cooperative or from a mental health consultant?	<input type="checkbox"/>				