

Center: \_\_\_\_\_ Classroom: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Behavior Specialist: \_\_\_\_\_

## Building Positive Relationships

|   |   | Consistently | Occasionally | Seldom | Target for TA? |    |
|---|---|--------------|--------------|--------|----------------|----|
|   |   |              |              |        | Yes            | No |
| <b>Develops meaningful relationships with children and families</b> |   | 3            | 2            | 1      | Yes            | No |
| 1 a   | Greets children on arrival; calls by name   |              |              |        |                |    |
| 1 b   | Communicates with children at eye level   |              |              |        |                |    |
| 1 c   | Verbally interacts with individual children during routines and activities  |              |              |        |                |    |
| 1 d   | Participates in children's play when appropriate  |              |              |        |                |    |
| 1 e   | Shows respect, consideration, warmth to all children  |              |              |        |                |    |
| 1 f   | Speaks calmly to children   |              |              |        |                |    |
| 1 g   | Uses a variety of strategies for building relationships with all children   |              |              |        |                |    |
| 1 h   | Attends to children in positive ways at times when the children are not engaging in challenging behavior              |              |              |        |                |    |
| 1 i   | Uses a variety of strategies for building relationships with all families   |              |              |        |                |    |
| 1 j   | Creates a classroom that is a place that children and families like to be (i.e., feel comfortable, welcome, and safe) |              |              |        |                |    |

| <b>Examines personal, family, and cultural views of child's challenging behavior</b> |  | 3 | 2 | 1 | Yes | No |
|--|--|---|---|---|-----|----|
| 2 a  | Considers personal beliefs regarding the acceptability and unacceptability of specific types of child behavior               |   |   |   |     |    |
| 2 b  | Considers personal beliefs regarding the causes of specific types of unacceptable behavior                                   |   |   |   |     |    |
| 2 c  | Acknowledges contrasting or conflicting beliefs held by others regarding acceptable and unacceptable types of child behavior |   |   |   |     |    |

| <b>Examines own attitudes toward challenging behavior</b> |  | 3 | 2 | 1 | Yes | No |
|---|--|---|---|---|-----|----|
| 3 a   | Understands the relationship between children's social emotional development and challenging behaviors |   |   |   |     |    |
| 3 b   | Understands that children's challenging behaviors are conveying some type of message                   |   |   |   |     |    |
| 3 c   | Understands there are many things that can be done to prevent challenging behaviors                    |   |   |   |     |    |
| 3 d   | Identifies what behaviors "push my buttons"  |   |   |   |     |    |
| 3 e   | Develops strategies for dealing with situations when children's behaviors "push my buttons"            |   |   |   |     |    |
| 3 f   | Works together with a team to problem solve around issues related to challenging behaviors             |   |   |   |     |    |