

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

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

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

## Social Emotional Teaching Strategies

		Consistently	Occasionally	Seldom	Target for TA?	
<b>Interacts with children to develop their self-esteem</b>		3	2	1	Yes	No
12 a	Demonstrates active listening with children					
12 b	Avoids judgmental statements					
12 c	Responds to children's ideas					
12 d	Recognizes children's efforts					
12 e	Shows empathy and acceptance of children's feelings					

<b>Shows sensitivity to individual children's needs</b>		3	2	1	Yes	No
13 a	Respects and accommodates individual needs, personalities, and characteristics					
13 b	Adapts and adjusts accordingly (instruction, curriculum, materials, etc.)					
13 c	Conveys acceptance of individual differences (culture, gender, sensory needs, language, abilities) through planning, material selection, and discussion of topics					

<b>Encourages autonomy</b>		3	2	1	Yes	No
14 a	Provides children with opportunities to make choices					
14 b	Allows children time to respond and/or complete task independently before offering assistance					
14 c	Creates opportunities for decision making, problem solving, and working together					
14 d	Teaches children strategies for self-regulating and/or self-monitoring behaviors					

<b>Capitalizes on the presence of typically developing peers</b>		3	2	1	Yes	No
15 a	Utilizes peers as models of desirable social behavior					
15 b	Encourages peer partners/buddies (i.e., hold hands during transitions, play partner, clean-up buddy, etc.)					
15 c	Demonstrates sensitivity to peer preferences and personalities					
15 d	Shows an understanding of developmental levels of interactions and play skills					

<b>Utilizes effective environmental arrangements to encourage social interactions</b>		3	2	1	Yes	No
16 a	Considers peer placement during classroom activities					
16 b	Effectively selects, arranges, and utilizes materials that promote interactions (high interest, novel, culturally meaningful)					
16 c	Effectively selects, arranges, and implements activities that promote interactions (high interest, novel, culturally meaningful)					
16 d	Develops interaction opportunities within classroom routines (i.e., table captain, clean-up partner, snack set-up, etc.)					

## Social Emotional Teaching Strategies - cont.

		Consistently	Occasionally	Seldom	Target for TA?	
					Yes	No
<b>Uses prompting and reinforcement of interactions effectively</b>		3	2	1	Yes	No
17 a	Provides sincere, enthusiastic feedback to promote and maintain social interactions					
17 b	Waits until interactions are finished before reinforcing; does not interrupt interactions					
17 c	Models phrases children can use to initiate and encourage interactions					
17 d	Gives general reminders to "play with your friends"					
17 e	Facilitates interactions by supporting and suggesting play ideas					
17 f	Ensures that interactions are mostly child-directed not teacher-directed during free play					

		3	2	1	Target for TA?	
					Yes	No
<b>Provides instruction to aid in the development of social skills</b>		3	2	1	Yes	No
18 a	Teaches appropriate social skills through lessons and role-playing opportunities					
18 b	Incorporates cooperative games, lessons, stories, and activities that promote altruistic behavior into planning.					
18 c	Structure activities to encourage and teach <b>sharing</b> .					
18 d	Structure activities to encourage and teach <b>turn-taking</b> .					
18 e	Structure activities to encourage and teach <b>requesting &amp; distributing items</b> .					
18 f	Structure activities to encourage and teach <b>working cooperatively</b> .					

		3	2	1	Target for TA?	
					Yes	No
<b>Promotes identification and labeling of emotions in self and others</b>		3	2	1	Yes	No
19 a	Uses photographs, pictures, and posters that portray people in various emotional states					
19 b	Uses validation, acknowledgment, mirroring back, labeling feelings, voice tones, or gestures to show an understanding of children's feelings					
19 c	Assists children in recognizing and understanding how a classmate might be feeling by pointing out facial expressions, voice tone, body language, or words					
19 d	Uses real-life situations to practice problem solving, beginning with defining the problem and emotions involved					

		3	2	1	Target for TA?	
					Yes	No
<b>Explores the nature of feelings and the appropriate ways they can be expressed</b>		3	2	1	Yes	No
20 a	Teaches that all emotions are okay, but not all expressions are okay					
20 b	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)					
20 c	Uses opportunities to comment on occasions when children state they are feeling upset or angry but are remaining calm					

## Social Emotional Teaching Strategies - cont.

		Consistently	Occasionally	Seldom	Target for TA?	
<b>Models appropriate expressions and labeling of their own emotions &amp; self-regulation throughout the day</b>		3	2	1	Yes	No
21 a	Labels positive feelings					
21 b	Labels negative feelings paired with actions to regulate					

<b>Creates a planned approach for problem solving processes within the classroom</b>		3	2	1	Yes	No
22 a	Individualizes the planned approach to the appropriate level of the child					
22 b	Systematically teaches the problem solving steps: 1. What is my problem? 2. What are some solutions? 3. What would happen next? 4. Try out the solution.					
22 c	"Problematizes" situations throughout the day to allow children opportunities to generate solutions					
22 d	Takes time to support children through the problem solving process during heated moments					
22 e	Comments on and reinforces children's problem solving efforts					

<b>Promotes children's individualized emotional regulation that will enhance positive social interactions</b>		3	2	1	Yes	No
23 a	Helps children recognize cues of emotional escalation					
23 b	Helps children identify appropriate choices					
23 c	Helps children try solutions until the situation is appropriately resolved					
23 d	Displays photographs of children working out situations					