



teachingpyramid

Infants & Toddlers

Inventory of Practices for Promoting Infant & Toddler's Social-Emotional Competence

Purpose of the Inventory: *The Inventory of Practices for Promoting Social-Emotional Competence* is designed to be used by individuals and/or teams to identify training needs and plan a course of action to address those needs related to four general areas: (a) building positive relationships, (b) creating supportive environments, (c) social-emotional teaching strategies, and (d) individualized intensive interventions. The Inventory encourages individual self-reflection, opportunities for teaming between classroom teachers, mentor coaches, supervisors, site directors, and other administrators, and promotes effective practices for direct service staff. There are two sections to this tool: the *Inventory of Practices* and the *Action Plan*.

Use of the Inventory: This tool is best utilized in a manner that encourages reflection and discussion. Each of the four general areas includes 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. 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 team to indicate whether or not an indicator should be a *Target for Training*. Following each section is a space for writing additional comments. At the end of each section, *Observations/ Evidence* allows the user to write thoughts, suggestions, strengths, and needs concerning either the specific *Skills* or *Indicators*.

Using the Action Plan: An *Action Plan* is included in the notebook for Module 1a, 1b, and Module 2. The *Action Plan* takes the users to the next step once they have determined what specific *Skills and Indicators* from the *Inventory* they want to target for training. In the *Action Plan*, users should check those *Skills or Indicators* they identify as targets for implementation. Teachers and support personnel (e.g., trainers, mentor coaches, administrators) should work together to identify what strategies they will each use to help the teaching team implement the new practices. The *Next Steps* section allows users to identify what will be necessary to successfully complete the activities or strategies listed in the second column.

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

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SOCIAL EMOTIONAL DEVELOPMENT WITHIN THE CONTEXT OF RELATIONSHIPS Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?	
1. Examines personal, family, and cultural views of child's challenging behavior	3	2	1	YES	NO
a. Considers personal beliefs regarding the acceptability and unacceptability of specific types of child behavior					
b. Considers personal beliefs regarding the causes of specific types of unacceptable child behavior					
c. Acknowledges contrasting or conflicting beliefs held by others regarding acceptable and unacceptable types of child behavior					
Observations/ Evidence					
2. Examines own attitudes toward challenging behavior	3	2	1	YES	NO
a. Understands the relationship between children's social-emotional development and challenging behaviors					
b. Understands that children's challenging behaviors are conveying some type of message					
c. Understands there are many things that can be done to prevent challenging behaviors					
d. Identifies what behaviors "push my buttons"					
e. Develops strategies for dealing with situations when children's behaviors "push my buttons"					
f. Works together with a team to problem solve around issues related to challenging behaviors					
Observations/ Evidence					
3. Develops meaningful relationships with staff	3	2	1	YES	NO
a. Staff have time to meet together for support and planning					
b. All staff contribute ideas for classroom planning					
c. Staff acknowledge one another's efforts throughout the day					
d. If there is a lead or director, provides directions or instructions to other team members about how to work within the classroom					
Observations/ Evidence					

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SOCIAL EMOTIONAL DEVELOPMENT WITHIN THE CONTEXT OF RELATIONSHIPS <i>(cont.)</i> Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?	
4. Develops meaningful relationships with families	3	2	1	YES	NO
a. Listens to and incorporates parents' beliefs, as appropriate, into practices around social emotional issues, such ways to hold a baby, ways to calm and soothe children, ways to encourage and guide children					
b. Uses a system to communicate with families in a meaningful way on a daily basis and ongoing, using a variety of communication methods (<i>notes, touch base during drop off and pick-up, daily reports, home visits, parent child meetings</i>)					
c. Speaks to children and families by name					
d. Greets children and adults individually on arrival and says goodbye at departure					
e. Uses arrival and departure times to connect with the family and gather valuable information about the child since last seen, such as what has happened since last seeing the child					
f. Follows a consistent plan to transition child from parent to caregiver upon arrival					
g. Encourages parent's sense of competence by commenting and acknowledging positive parent child interactions					
h. Includes the culture of the family in the classroom (family photos on bulletin board, my family book, activities, language, materials)					
Observations/ Evidence					
5. Promotes the parent-child relationship	3	2	1	YES	NO
a. Creates comfortable spaces for adults (<i>adult furniture in care space</i>) and spaces that welcome family members (<i>e.g. spaces for breastfeeding, facilitate meaningful transitions during drop-off and pick-up, or playing with their children</i>)					
b. Asks all parents about their feelings (<i>including asking about depression related symptoms and feelings</i>)					
c. Provides information to parents about ways to support their child's social emotional development (<i>e.g. including information on practices in this inventory</i>)					
d. Provides resources and support for parents unique needs and interest					
Observations/ Evidence					

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SOCIAL EMOTIONAL DEVELOPMENT WITHIN THE CONTEXT OF RELATIONSHIPS (cont.) Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?	
6. Develops meaningful relationships with infants and toddlers	3	2	1	YES	NO
a. Spends time on the floor, communicates with children at eye level, face to face, using smiles and positive responsive verbal and non-verbal interactions					
b. Speaks calmly and warmly to infants and toddlers					
c. Uses words, writing, music, and songs whenever possible in the child's home language					
d. Uses one-on-one times, such as diapering and feeding to interact with infants and toddlers individually					
e. Is "in tune" with each child in her or his care; reads infants and toddlers individual cues (<i>understands when a young infant is ready to play and responds by placing her on her tummy for a few minutes; responds to infants sleep cues</i>)					
f. Follows children's lead in play and plays responsive social games with children (e.g. peek-a-boo)					
g. Uses books, stories and conversations to help make meaningful connections to children's experiences children's experiences and the important events in their lives (<i>reads a book about different kinds of families, a story about a new baby in the family</i>)					
h. Regulates pace of interaction in response to child's state or emotional expression					
i. Demonstrates reciprocity in interactions					
j. Engages in joint attention with infants and toddlers					
k. Frequently engages with children using PDA (positive, descriptive acknowledgement – describing appropriate behavior as it happens) and PDA Plus (linking the description of positive behavior to expectations, characteristics, and outcomes)					
7. Applies knowledge of children's individual temperaments to interactions and practice	3	2	1	YES	NO
a. Acknowledges children's temperamental traits (<i>"I know you like to watch when we try new things. Don't worry we will take our time."</i>)					
b. Adapts schedule, behavior, and energy level to meet the temperamental characteristics of different children in care (<i>follows children's toileting and eating patterns, holds a child who is fearful when a new adult enters the room, stays calm and quiet if needed; provides increased activity and stimulation if needed</i>)					
c. Uses positive or neutral descriptors (<i>dramatic, assertive, persistent, watchful, observing, takes her time with new people, excited, energetic</i>) and avoids the use of negative labels for children's temperament (<i>loud, aggressive, stubborn, scared, shy, fearful</i>)					
Observations/ Evidence					

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RESPONSIVE ROUTINES & ENVIRONMENTS Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?	
8. Provides physical and emotional security for each child	3	2	1	YES	NO
a. Demonstrates responsive caregiving within a primary care model.					
b. Acknowledges and responds to infants' and toddlers' needs promptly when the need is expressed (i.e., verbally acknowledges verbal and non-verbal forms of expression when unable to physically because they are caring for another child and provides appropriate response to meet need as soon as possible)					
c. Provides individualized physical forms of comfort and support, such as, holding infants close, holding toddlers hands while walking around with them, sitting close while reading, talking, singing or interacting and playing with infants and toddlers					
d. Prepares and informs children about transitions (i.e., lets infants and toddlers know when the primary care teacher or parent will be leaving the room/program) and facilitates rituals for routines (eating, sleeping, arrival, departing, diapering/toileting); helps parents understand the importance of these rituals (saying goodbye, waving at parent from the window)					
e. Demonstrates culturally responsive care by carrying out routines and activities in harmony with family practices					
f. Encourages children to explore and try new experiences while reassures children that the primary care teacher is still close by if needed					
Observations/ Evidence					

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RESPONSIVE ENVIRONMENTS AND ROUTINES <i>(cont.)</i> Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?	
9. Designs responsive environments that promote social emotional competence	3	2	1	YES	NO
a. Provides an environment that considers circulation patterns (where children and adults enter/exit; how children navigate the space without obstruction from furniture)					
b. Provides quiet spaces for infants and toddlers, away from active play					
c. Provides freedom for children to move around (provides safe places for floor play, pulling up, walking, and climbing)					
d. Removes obstacles so that children with disabilities can easily move around and utilize the room					
e. Provides private spaces (for children to play alone) and semi-private spaces (for children to play with one or two friends)					
f. Provides a variety of play spaces, indoors and outdoors, that are well-equipped with materials and furniture					
g. Sets up diapering, feeding, sleeping and play areas to allow quiet, personal contact between caregivers and toddlers					
h. Arranges classroom materials so they are clearly grouped and easily accessible to toddlers and adults and provides duplicates of favorite toys – Children allowed to carry materials from one area to another					
i. Provides and encourages the use of gross motor materials in both indoor and outdoor settings (<i>double slides, tunnels, and rocking boats that encourage social play</i>)					
j. Space is flexible and changes with children's interests and developing skills					
k. Provides child-sized furniture and equipment to encourage self-help skills (<i>high-chairs, tables and chairs that fit infants and toddlers comfortably, serving utensils that are easy to grasp</i>)					
Observations/ Evidence					

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RESPONSIVE ENVIRONMENTS AND ROUTINES (cont.) Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?	
10. Uses age appropriate expectations to guide children's behavior	3	2	1	YES	NO
a. Classroom or program-wide expectations with visual cues are posted					
b. Teaches expectations in developmentally appropriate ways					
c. States and models expectations positively and specifically (<i>avoids words "no" and "don't" as much as possible "We are kind so we use gentle hands." or "It is respectful to keep the food on the table."</i>)					
d. Uses a variety of ways to teach the expectations of specific activities so that all children understand them.					
e. Provides opportunities for toddlers to practice classroom expectations (<i>"Yay Tariq, you remembered to walk when carrying your bowl to the sink. That was so safe. Arina, can you walk safely too?"</i>)					
f. Frequently use positive descriptive acknowledgement with children when they demonstrate appropriate or desired behavior and link it to the expectations language. (<i>"You gave Sammy one of your blocks. That is so friendly!"</i>)					
Observations/ Evidence					
11. Designs responsive routines and schedules that promote social emotional competence	3	2	1	YES	NO
a. Offers a predictable yet flexible sequence of routines each day					
b. Asks families about the routines at home and works to integrate home routines into the class routines so that routines are consistent and individualized for each infant and toddler					
c. Works with other care teachers and family members to provide consistent care among adults for each infant and toddler					
d. Talks with infants about specific sequence of events; creates for toddlers a visual schedule showing daily routines to see and touch, and posts schedule at eye level. Provides explanations and visual cues when necessary changes in the routine take place.					
e. Helps infants and toddlers learn about routines or schedules through verbal cues and pictures (<i>provides signals before diaper changes, nose wipes, outside time, eating time, and nap times</i>)					
f. Gives clear guidance during routines. (<i>says what is happening now and next and what's expected</i>)					
Observations/ Evidence					

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RESPONSIVE ENVIRONMENTS AND ROUTINES <i>(cont.)</i> Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?	
12. Carefully examines each routine for opportunities to support the child's developing social-emotional skills	3	2	1	YES	NO
<i>Eating</i>					
a. Provides a relaxed atmosphere and pace for eating. Food is offered when children are hungry					
b. Responds to children's non-verbal as well as verbal requests and comments while eating <i>(respectful of when infants and toddlers signal they are full or want more, does not require children to finish everything)</i>					
c. Provides a system for documenting families' wishes on issues related to weaning from breast or bottle and respects families' wishes					
d. Holds infants gently for bottle feeding; sits with toddlers for eating and creates opportunities for them to successfully feed themselves <i>(bowls with small amount of food so spilling makes minimal mess, pieces cut into small serving sizes so eating remains safe even if a child takes too many)</i>					
<i>Observations/ Evidence</i>					
<i>Sleeping</i>					
e. Prepares nap area for toddlers when they are becoming tired so they can transition to nap time as they are ready and allows toddlers to wake up when they are ready					
f. Plans the transition to nap time in collaboration with families to provides consistency with family/cultural practices <i>(singing, rocking, holding, etc.)</i>					
<i>Observations/ Evidence</i>					

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RESPONSIVE ENVIRONMENTS AND ROUTINES (cont.) Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?	
Diapering and Toileting					
g. Makes the transition to and from diapering comfortable and predictable for children (e.g., <i>giving child notice before picking her up</i>)					
h. Organizes diapering area and supplies to allow for one-on-one interactions between infants/toddlers and consistent (primary) care teachers. Makes diapering and toileting a special time for adults to be present with children (<i>interacting, using first/next words that are comforting, encouraging toddlers to participate in the routine</i>)					
i. Provides diapering and toileting equipment that encourages self-help skills (e.g. <i>steps for toddlers to walk up to diapering table; child-sized toilets</i>)					
j. Provides child-sized furniture and equipment to encourage self-help skills (<i>high-chairs, tables and chairs that fit infants and toddlers comfortably, serving utensils that are easy to grasp</i>)					
Observations/ Evidence					
13. Ensures smooth transitions	3	2	1	YES	NO
a. Designs schedule to minimize the amount of time toddlers spend making transitions between activities (<i>for example, asks toddlers to put on their coats one child at a time while the others are still busy rather than lining up a group of kids and doing their coats</i>)					
b. Reduce wait times and “forced transitions” by allowing children to initiate and transition to other activities when they are ready (<i>when they are hungry for snack they can eat, diapering/toileting when needed not on a group schedule</i>)					
c. Provides multisensory cues prior to transitions (<i>sings a song, rings a bell, dims the lights, or points to a picture</i>)					
d. Continues acknowledging and responding to infants when she/he has to provide care for another child (<i>“I can tell you are getting hungry and I will be right over to feed you as soon as I finish changing Sonia’s diaper”</i>)					
e. Provide individualized support for toddlers who have difficulty transitioning (<i>assign task/job such as “Help me carry out...” or “Please hold my hand and walk with me.”</i>)					
Observations/ Evidence					

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SOCIAL AND EMOTIONAL TEACHING STRATEGIES Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?	
14. Provides an emotionally secure environment where infants and toddlers can learn to regulate their emotions and reactions	3	2	1	YES	NO
a. Assists children in regulating their emotions and reactions to outside stimuli (<i>mirrors baby's emotions/face, takes a sweater off when a baby seems warm, explains what is happening in a calm voice, labels what the child is doing, uses verbal narration for the child</i>)					
b. Is physically available to children when they are experiencing strong emotions (<i>holds or comforts a crying child, remains close to a child during a tantrum, uses gentle touch and models slowed breathing to assist a child who is becoming anxious</i>)					
c. Provides clear physical and verbal boundaries while soothing a child or children (<i>While standing between two toddlers: "You both seem upset. I won't let you hurt your friend. I am here to keep you both safe."</i>)					
d. Provides opportunities for a child to practice strong emotions through play, perhaps with puppets, dolls, or other toys.					
Observations/ Evidence					
15. Explores the nature of feelings and the appropriate ways they can be expressed	3	2	1	YES	NO
a. Assists infants and toddlers to identify their emotions throughout the day					
b. Assists infants and toddlers in recognizing emotions in self and others					
c. Assists toddlers in recognizing and understanding how peers might be feeling by pointing out facial expressions, voice tone, body language, or words					
d. Uses real-life situations to practice identification of emotions					
e. Notice and comment positively when children use emotion words					
f. Models appropriate expressions and labeling of their own emotions and self-regulation throughout the day					
g. Shows empathy and acceptance when children state their emotions					
h. Individualizes instruction for children having difficulty identifying, understanding, expressing and/or managing emotions					
Observations/ Evidence					

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SOCIAL AND EMOTIONAL TEACHING STRATEGIES (cont.) Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?	
16. Characteristics of a classroom that fosters emotional literacy are visible	3	2	1	YES	NO
a. Books are available that portray various emotions					
b. Uses photographs, pictures, and posters that portray people in various emotional states					
c. Other materials are included to support emotional literacy (check-in chart, feelings wheel, songs, art materials)					
d. The above items are used to promote emotional development through activities, games, and routines (book nook, check-in chart, feelings wheel, reading, songs)					
e. Classroom has at least one place for children to go to be by themselves					
Observations/ Evidence					
17. Introduces and supports developmentally appropriate peer interaction	3	2	1	YES	NO
a. Shows an understanding of developmental levels of interactions, play practices, and individual children					
b. Promotes playing beside other children (<i>When a toddler is rolling a car back and forth, provide a similar car for a child who is observing and encourage that child to roll the car.</i>)					
c. Encourages peer interaction (<i>positions infants near each other, organizes activities that encourage toddlers to work together, acknowledges and comments on children's interest in other children; encourages their attempts to join play</i>)					
d. Communicates behavioral expectations by letting children know what they <i>should</i> do rather than what they should <i>not</i> do. (<i>For example, says "hands in your lap" instead of "don't hit."</i>)					
e. Facilitates interactions by supporting and suggesting play ideas where more than one child can play (<i>"Can you two move that box?"</i>)					
f. Ensures that interactions are mostly child-directed throughout the day					
Observations/ Evidence					

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SOCIAL AND EMOTIONAL TEACHING STRATEGIES (cont.) Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?	
18. Promotes children's individualized emotional regulation that will enhance positive social interactions	3	2	1	YES	NO
a. Integrates children's social and emotional development in the planning of all activities and experiences.					
b. Verbally points out turn taking and sharing when it occurs spontaneously (<i>She handed you the block. That is sharing.</i> "You roll the ball, then I roll the ball, that is taking turns.")					
c. Promotes empathy and awareness of others (<i>I think she is crying because she is hungry. Let's see what happens when I give her the bottle.</i> "Look at Xander. He is eating his cracker just like you!")					
d. Sets up small group (two or three children) opportunities to maximize positive social interactions.					
e. Shares program strategies for prompting and promoting positive behaviors and social practices with parents, particularly focusing on telling the child what to do and using positive descriptive acknowledgement when they are demonstrating positive skills and behaviors.					
Observations/ Evidence					
19. Support children when they are in distress alone, or with one another	3	2	1	YES	NO
a. Uses physical presence and redirection to prevent stressful interactions between mobile infants (<i>You are both climbing on the pillow. Here is another pillow to climb on.</i>).					
b. Describes emotional escalation for children (<i>You look like you are getting frustrated when Jennifer takes the blocks from you.</i>)					
c. Acknowledges distress, offers comfort (<i>You are crying. You seem sad that mom left. She will be back. Do you want to hold her picture?</i>)					
d. Supports co-regulation for children experiencing strong emotions, stays calm, soothes and reassures the child.					
e. Intervenes when a child is hurting another child, but does not ridicule or shame (<i>You must use gentle hands. I know you want the toy, and I am here to keep you both safe.</i>)					
Observations/ Evidence					

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SOCIAL AND EMOTIONAL TEACHING STRATEGIES (cont.) Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?	
	3	2	1	YES	NO
20. Introduces a planned approach for conflict resolution					
a. Individualizes the planned approach for the developmental level of the child					
b. Uses problem solving in interactions with children and models problem-solving steps					
c. Allows older toddlers an opportunity to work out conflicts before offering guidance and assistance.					
d. Introduces simple conflict resolution strategies for older toddlers (1-What happened? 2-How do you feel? 3- What can we do? 4- Give it a try)					
e. Provides visual cues and tools for the children to use in learning to resolve conflicts					
Observations/ Evidence					
21. Examines behavior challenges through the “Understanding Behavior” process					
a. Looks to see if behavior being used by the child is due to developmental differences, individual differences, environmental issues, lack of skills, or an unmet emotional need					
b. Applies this knowledge to support the child’s ability to communicate and increase appropriate behavior					
c. Documents strategies tried and shared information with the family					
Observations/ Evidence					

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INDIVIDUALIZED INTENSIVE INTERVENTIONS Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?	
22. Teams with family to develop support plans	3	2	1	YES	NO
a. Invites family to participate in behavior support process from the beginning					
b. Accommodates family schedule					
c. Encourages family to assist in the development of plan					
d. Ensures that the plan addresses family and other care setting issues					
e. Treats information shared from the family perspective with respect					
23. Teams use functional assessment	3	2	1	YES	NO
a. Observations are conducted by multiple team members					
b. Observations are conducted in multiple settings at varying times					
c. Observations are documented on Behavior Observation Reports					
d. Observations supplemented with interviews and/or information from classroom staff, family members, and others who know the child					
e. The above items are used to determine one (or more) behavior hypothesis: setting, trigger, behavior, consequences, and function					
24. Develops and implements behavior support plan	3	2	1	YES	NO
a. Prevention skills are developed to address triggers to the challenging behavior					
b. New skills are designed to replace the challenging behavior with appropriate behavior that will meet the function of the original behavior					
c. Adult responses to challenging behavior are designed to encourage the use of new behaviors and/or extinguish challenging behaviors					

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INDIVIDUALIZED INTENSIVE INTERVENTIONS (cont.) Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?	
25. Teaches new replacement skills	3	2	1	YES	NO
a. Replacement skills are taught when challenging behavior is not occurring					
b. Replacement skills are taught and encouraged throughout the day					
c. When the replacement behavior is used, the adults consistently provide positive reinforcement for appropriate behavior					
d. There are opportunities for practice and self-management as the child transitions from the intensive level of support					
26. Monitors progress of behavior support plan	3	2	1	YES	NO
a. Team measures and monitors changes in challenging behavior					
b. Team measures and monitors acquisition of replacement skills					
c. Team meets periodically to review child progress					
27. Teams have written procedures in place for dangerous behavior	3	2	1	YES	NO
a. A written procedure is in place for times when a child is in danger of hurting himself or others					
b. For children who have a history of outbursts, all team members understand the appropriate written procedures					
c. Written procedures are appropriate only when there is also a full behavior support plan in place					
Observations/ Evidence					