

# Action Plan for Promoting Social Emotional Competence

## Building Positive Relationships

Skills and Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
<p><b>1. Develops meaningful relationships with children and families</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Greets children on arrival; calls by name</li> <li><input type="checkbox"/> Communicates with children at eye level</li> <li><input type="checkbox"/> Verbally interacts with individual children during routines and activities</li> <li><input type="checkbox"/> Participates in children's play when appropriate</li> <li><input type="checkbox"/> Shows respect, consideration, warmth to all children</li> <li><input type="checkbox"/> Speaks calmly to children</li> <li><input type="checkbox"/> Uses a variety of strategies for building relationships with all children</li> <li><input type="checkbox"/> Attends to children in positive ways at times when children are not engaging in challenging behavior</li> <li><input type="checkbox"/> Uses a variety of strategies for building relationships with all families</li> <li><input type="checkbox"/> Creates a classroom that is a place that children and families like to be (i.e., feel comfortable, welcome, and safe)</li> </ul>		
<p><b>2. Examines personal, family, and cultural views of child's challenging behavior</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Considers personal beliefs regarding the acceptability and unacceptability of specific types of child behavior</li> <li><input type="checkbox"/> Considers personal beliefs regarding the causes of specific types of unacceptable child behavior</li> <li><input type="checkbox"/> Acknowledges contrasting or conflicting beliefs held by others regarding acceptable and unacceptable types of child behavior</li> </ul>		

Date 1 Completed: \_\_\_\_\_

Date 2 Completed: \_\_\_\_\_



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<p><b>3. Examines own attitudes toward challenging behavior</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understands the relationship between children’s social emotional development and challenging behaviors</li> <li><input type="checkbox"/> Understands that children’s challenging behaviors are conveying some type of message</li> <li><input type="checkbox"/> Understands there are many things that can be done to prevent challenging behaviors</li> <li><input type="checkbox"/> Identifies what children’s behaviors “push my buttons”</li> <li><input type="checkbox"/> Develops strategies for dealing with situations when children’s behaviors “push my buttons”</li> <li><input type="checkbox"/> Works together with a team to problem solve around issues related to challenging behaviors</li> </ul>		

Date 1 Completed: \_\_\_\_\_

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## Designing Supportive Environments

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<p><b>4. Designs the physical environment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Arranges traffic patterns in classroom so that there are not wide open spaces that allow children to run</li> <li><input type="checkbox"/> Removes obstacles that make it difficult for children with physical disabilities to move around the room</li> <li><input type="checkbox"/> Clearly defines boundaries in learning centers</li> <li><input type="checkbox"/> Arranges learning centers to allow room for multiple children</li> <li><input type="checkbox"/> Provides a variety of materials in all learning centers</li> <li><input type="checkbox"/> Designs learning centers so that children spend time evenly across centers</li> <li><input type="checkbox"/> Considers children's interests when deciding what to put in learning centers</li> <li><input type="checkbox"/> Makes changes and additions to learning centers on a regular basis</li> <li><input type="checkbox"/> Visually closes learning centers when they are not an option</li> </ul>		
<p><b>5. Develops schedules and routines</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Designs schedule to include a balance of large group and small group activities</li> <li><input type="checkbox"/> Designs schedule to minimize the amount of time children spend making transitions between activities</li> <li><input type="checkbox"/> Implements schedule consistently</li> <li><input type="checkbox"/> Teaches children about the schedule</li> <li><input type="checkbox"/> Provides explanations when changes in the schedule are necessary</li> </ul>		

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<p><b>6. Ensures smooth transitions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Structures transitions so children do not have to spend excessive time waiting with nothing to do</li> <li><input type="checkbox"/> Teaches children the expectations associated with transitions</li> <li><input type="checkbox"/> Provides warnings to children prior to transitions</li> <li><input type="checkbox"/> Individualizes the warnings prior to transitions so that all children understand them</li> </ul>		
<p><b>7. Designs activities to promote engagement</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Plans and conducts large group activities with specific goals in mind for the children</li> <li><input type="checkbox"/> Varies the topics and activities in the large group from day to day</li> <li><input type="checkbox"/> Provides opportunities for children to be actively involved in large group activities</li> <li><input type="checkbox"/> Varies speech and intonation to maintain the children's interests in the large group activity</li> <li><input type="checkbox"/> Monitors children's behavior and modifies plans when children lose interest in large group activities</li> <li><input type="checkbox"/> Plans and conducts small group activities with specific goals in mind for each child</li> <li><input type="checkbox"/> Plans and conducts fun small group activities</li> <li><input type="checkbox"/> Uses peers as models during small group activities</li> <li><input type="checkbox"/> Monitors children's behavior and modifies plans when children lose interest in small group activities</li> <li><input type="checkbox"/> Makes adaptations and modifications to ensure that all children can be involved in a meaningful way in any activity</li> <li><input type="checkbox"/> Uses a variety of ways to teach the expectations of specific activities so that all children understand them</li> </ul>		

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<p><b>8. Giving Directions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Gains child's attention before giving directions</li> <li><input type="checkbox"/> Minimizes the number of directions</li> <li><input type="checkbox"/> Individualizes the way directions are given</li> <li><input type="checkbox"/> Gives clear directions</li> <li><input type="checkbox"/> Gives directions that are positive</li> <li><input type="checkbox"/> Gives children time to respond to directions</li> <li><input type="checkbox"/> Gives children choices and options when appropriate</li> <li><input type="checkbox"/> Follows through with positive acknowledgments of children's behavior</li> </ul>		
<p><b>9. Establishes and enforces clear rules, limits, and consequences for behavior</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies appropriate classroom rules with children</li> <li><input type="checkbox"/> Teaches rules in developmentally appropriate ways</li> <li><input type="checkbox"/> Provides opportunities for children to practice classroom rules</li> <li><input type="checkbox"/> States rules positively and specifically (avoids words "no" and "don't" as much as possible)</li> <li><input type="checkbox"/> Keeps rules to manageable number (3-6)</li> <li><input type="checkbox"/> Frequently reinforces children for appropriate behavior</li> <li><input type="checkbox"/> Identifies consequences for both following and not following rules</li> <li><input type="checkbox"/> Makes sure all adults in classroom know rules and consequences</li> <li><input type="checkbox"/> Enforces rules and consequences consistently and fairly</li> </ul>		

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Skills and Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
<p><b>10. Engages in ongoing monitoring and positive attention</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Gives children time and attention when engaging in appropriate behavior</li> <li><input type="checkbox"/> Monitors adults' interactions with children throughout the day</li> </ul>		
<p><b>11. Uses positive feedback and encouragement</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses positive feedback and encouragement contingent on appropriate behavior</li> <li><input type="checkbox"/> Provides descriptive feedback and encouragement</li> <li><input type="checkbox"/> Conveys enthusiasm while giving positive feedback and encouragement</li> <li><input type="checkbox"/> Uses positive feedback and encouragement contingent on child's efforts.</li> <li><input type="checkbox"/> Provides nonverbal cues of appreciation</li> <li><input type="checkbox"/> Recognizes that there are individual variations in what forms of acknowledgment are interpreted as positive by children</li> <li><input type="checkbox"/> Involves other adults in acknowledging children</li> <li><input type="checkbox"/> Models positive feedback and encouragement frequently</li> </ul>		

Date 1 Completed: \_\_\_\_\_

Date 2 Completed: \_\_\_\_\_



# Action Plan for Promoting Social Emotional Competence

## Social Emotional Teaching Strategies

Skills and Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
<p><b>12. Interacts with children to develop their self-esteem</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates active listening with children</li> <li><input type="checkbox"/> Avoids judgmental statements</li> <li><input type="checkbox"/> Responds to children's ideas</li> <li><input type="checkbox"/> Recognizes children's efforts</li> <li><input type="checkbox"/> Shows empathy and acceptance of children's feelings</li> </ul>		
<p><b>13. Shows sensitivity to individual children's needs</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Respects and accommodates individual needs, personalities, and characteristics</li> <li><input type="checkbox"/> Adapts and adjusts accordingly (instruction, curriculum, materials, etc.)</li> <li><input type="checkbox"/> Conveys acceptance of individual differences (culture, gender, sensory needs, language, abilities) through planning, material selection, and discussion of topics</li> </ul>		
<p><b>14. Encourages autonomy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides children with opportunities to make choices</li> <li><input type="checkbox"/> Allows children time to respond and/or complete task independently before offering assistance</li> <li><input type="checkbox"/> Creates opportunities for decision making, problem solving, and working together</li> <li><input type="checkbox"/> Teaches children strategies for self-regulating and/or self-monitoring behaviors</li> </ul>		

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Skills and Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
<p><b>15. Capitalizes on the presence of typically developing peers</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Utilizes peers as models of desirable social behavior</li> <li><input type="checkbox"/> Encourages peer partners/buddies (i.e., hold hands during transitions, play partner, clean-up buddy, etc.)</li> <li><input type="checkbox"/> Demonstrates sensitivity to peer preferences and personalities</li> <li><input type="checkbox"/> Shows an understanding of developmental levels of interactions and play skills</li> </ul>		
<p><b>16. Utilizes effective environmental arrangements to encourage social interactions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Considers peer placement during classroom activities</li> <li><input type="checkbox"/> Effectively selects, arranges, and utilizes materials that promote interactions (high interest, novel, culturally meaningful)</li> <li><input type="checkbox"/> Effectively selects, arranges, and implements activities that promote interactions (high interest, novel, culturally meaningful)</li> <li><input type="checkbox"/> Develops interaction opportunities within classroom routines (i.e., table captain, clean-up partner, snack set-up, etc.)</li> </ul>		

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Skills and Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
<p><b>17. Uses prompting and reinforcement of interactions effectively</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides sincere, enthusiastic feedback to promote and maintain social interactions</li> <li><input type="checkbox"/> Waits until interactions are finished before reinforcing; does not interrupt interactions</li> <li><input type="checkbox"/> Models phrases children can use to initiate and encourage interactions</li> <li><input type="checkbox"/> Gives general reminders to “play with your friends”</li> <li><input type="checkbox"/> Facilitates interactions by supporting and suggesting play ideas</li> <li><input type="checkbox"/> Ensures that interactions are mostly child-directed not teacher-directed during free play</li> </ul>		
<p><b>18. Provides instruction to aid in the development of social skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Includes social interaction goals on the IEP</li> <li><input type="checkbox"/> Teaches appropriate social skills through lessons and role-playing opportunities</li> <li><input type="checkbox"/> Incorporates cooperative games, lessons, stories, and activities that promote altruistic behavior into planning</li> <li><input type="checkbox"/> Structures activities to encourage and teach sharing</li> <li><input type="checkbox"/> Structures activities to encourage and teach turn taking</li> <li><input type="checkbox"/> Structures activities to encourage and teach requesting and distributing items</li> <li><input type="checkbox"/> Structures activities to encourage and teach working cooperatively</li> </ul>		

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Skills and Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
<p><b>19. Promotes identification and labeling of emotions in self and others</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses photographs, pictures, and posters that portray people in various emotional states</li> <li><input type="checkbox"/> Uses validation, acknowledgment, mirroring back, labeling feelings, voice tones, or gestures to show an understanding of children's feelings</li> <li><input type="checkbox"/> Assists children in recognizing and understanding how a classmate might be feeling by pointing out facial expressions, voice tone, body language, or words</li> <li><input type="checkbox"/> Uses real-life situations to practice problem solving, beginning with defining the problem and emotions involved</li> </ul>		
<p><b>20. Explores the nature of feelings and the appropriate ways they can be expressed</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teaches that all emotions are okay, but not all expressions are okay</li> <li><input type="checkbox"/> 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)</li> <li><input type="checkbox"/> Uses opportunities to comment on occasions when children state they are feeling upset or angry but are remaining calm</li> </ul>		

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Skills and Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
<p><b>21. Models appropriate expressions and labeling of their own emotions and self-regulation throughout the course of the day</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Labels positive feelings</li> <li><input type="checkbox"/> Labels negative feelings paired with actions to regulate</li> </ul>		
<p><b>22. Creates a planned approach for problem solving processes within the classroom</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Individualizes the planned approach to the appropriate level of the child</li> <li><input type="checkbox"/> Systematically teaches the problem solving steps:               <ul style="list-style-type: none"> <li>(a) What is my problem?</li> <li>(b) What are some solutions?</li> <li>(c) What would happen next?</li> <li>(d) Try out the solution.</li> </ul> </li> <li><input type="checkbox"/> “Problematizes” situations throughout the day to allow children opportunities to generate solutions</li> <li><input type="checkbox"/> Takes time to support children through the problem solving process during heated moments</li> <li><input type="checkbox"/> Comments on and reinforces children’s problem solving efforts</li> </ul>		

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Skills and Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
<p><b>23. Promotes children's individualized emotional regulation that will enhance positive social interactions within the classroom</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Helps children recognize cues of emotional escalation</li> <li><input type="checkbox"/> Helps children identify appropriate choices</li> <li><input type="checkbox"/> Helps children try solutions until the situation is appropriately resolved</li> <li><input type="checkbox"/> Displays photographs of children working out situations</li> </ul>		

Date 1 Completed: \_\_\_\_\_

Date 2 Completed: \_\_\_\_\_



# Action Plan for Promoting Social Emotional Competence

## Individualized Intensive Interventions

Skills and Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
<p><b>24. Teams with family to develop support plans</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Invites family to participate in behavior support process from the beginning</li> <li><input type="checkbox"/> Accommodates family schedule</li> <li><input type="checkbox"/> Encourages family to assist in the development of plan</li> <li><input type="checkbox"/> Ensures that the plan addresses family and child care issues</li> </ul>		
<p><b>25. Teams use functional assessment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Conducts observations</li> <li><input type="checkbox"/> Completes interviews</li> <li><input type="checkbox"/> Develops hypothesis</li> </ul>		
<p><b>26. Develops and implements behavior support plan</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Includes replacement skills</li> <li><input type="checkbox"/> Includes prevention strategies</li> <li><input type="checkbox"/> Includes new responses</li> </ul>		
<p><b>27. Teaches replacement skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Replacement skills are taught throughout the day</li> <li><input type="checkbox"/> Replacement skills are taught when challenging behavior is not occurring</li> <li><input type="checkbox"/> Consistently provides positive reinforcement for appropriate behavior</li> </ul>		

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## Individualized Intensive Interventions

Skills and Indicators	Strategies I will use to implement new practices or support others in implementing new practices	Supports and resources needed to accomplish these activities
<p><b>28. Monitors progress</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Measures and monitors changes in challenging behavior</li> <li><input type="checkbox"/> Measures and monitors acquisition of replacement skills</li> <li><input type="checkbox"/> Team meets periodically to review child progress, plan implementation, and to develop new support strategies</li> </ul>		

Date 1 Completed: \_\_\_\_\_

Date 2 Completed: \_\_\_\_\_

