

Pyramid Model Practices Implementation Checklist for Infant and Toddler Classrooms

Warmth and Responsivity

Demonstrate warmth & be responsive to individual children	I would like to...			
	Learn more about this	Do this more often	Do in other routines or differently	Do this in better ways
Positive, calm, and supportive tone to class				
Stay at child's level during interactions almost all the time				
Use warm, responsive tone, make eye contact, and smile when interacting with children				
Show physical affection toward children				
Greet and acknowledge children warmly upon arrival & when they enter an activity or area				
Show interest in child; respond to children's initiations				
Readily participate in children's play and activities				

My Notes

Working with Families

Engaging parents in supporting their child's social-emotional development	I would like to...			
	Learn more about this	Do this more often	Do in other routines or differently	Do this in better ways
Provide information to parents about social-emotional milestones				
Give families specific strategies that they can use to promote their child's social-emotional development				
Work together with parents to collect information when there is a concern about a child				
Provide families with information on community resources related to children's social-emotional development (e.g., parenting classes or mental health services)				
Work together with the family and other mental health support services when needed				

My Notes

Working with Families

Communicating with families and promoting family involvement	I would like to...			
	Learn more about this	Do this more often	Do in other routines or differently	Do this in better ways
Regularly provide families with information on what is going on in the classroom				
Have a system for communicating with families about the daily experiences of individual children				
Have different approaches to reach different families				
Have a system for getting information from families on an ongoing basis about what is happening at home				
Use a variety of strategies to promote family involvement in the classroom				

My Notes

Responsive Routines & Schedules, Classroom Environments

Conveying predictability through carefully planned schedule, routines, & transitions	I would like to...			
	Learn more about this	Do this more often	Do in other routines or differently	Do this in better ways
Post a schedule that describes the daily activities for the entire class				
Follow the classroom schedule for the group but vary it when necessary to meet the needs of individual children				
During group transitions for toddlers, use verbal and visual cues and a predictable routine that minimizes excessive waiting				
Provide individualized support for children during transitions, providing visual/verbal cues, or physical guidance as needed				
Before a transition to a new activity, convey in developmentally and individually appropriate ways information about what toddlers should expect				

My Notes

Responsive Routines & Schedules, Classroom Environments

Arrange environment to foster social emotional development	I would like to...			
	Learn more about this	Do this more often	Do in other routines or differently	Do this in better ways
Environment includes a variety of developmental toys and play areas to support engagement and social interaction				
Play spaces are designed for use by multiple children and to promote social interaction				
In rooms for children under 12 months, there is open space for infants to have “tummy time”				
In rooms for toddlers who are capable of running, traffic patterns in the classroom are arranged so that there are no wide open spaces for running				
Books, materials, and posters that foster social awareness and help children learn about cultural and individual differences are available				

My Notes

Behavior

Communicate and provide feedback about behavioral expectations	I would like to...			
	Learn more about this	Do this more often	Do in other routines or differently	Do this in better ways
Expectations are developmentally appropriate and individualized as needed				
Let the toddler know what they <i>should do</i> in a positive tone				
Demonstrate behavioral expectations through modeling				
Acknowledge and encourage appropriate behaviors				
Use simple words to explain natural consequence of unsafe behavior				
Provide feedback to toddlers when behavior does not meet expectations				
Anticipate potential conflict and provide guidance before situation escalates				

My Notes

Behavior

Respond to children in distress and manage challenging behaviors	I would like to...			
	Learn more about this	Do this more often	Do in other routines or differently	Do this in better ways
Remain calm and supportive during distressful episodes				
Immediately respond to child in distress to assess child's status				
Provide attention when child is calm and behaving appropriately				
Use challenges as an opportunity to help children recognize and deal with emotions				
Provide support to toddlers to help them problem solve, when appropriate				
Use strategies such as redirection or planned ignoring with toddlers who engage in challenging behaviors				
Use variety of strategies to calm, soothe, or console children in distress on an individual basis				

My Notes

Respond to Emotions & Teach About Feelings

Responsive to children's expressions of emotions and teaches about feelings	I would like to...			
	Learn more about this	Do this more often	Do in other routines or differently	Do this in better ways
Understand and provide labels for children's feelings				
Ask questions or expand on children's emotions				
Teach children to recognize other's emotions by pointing out peers' feelings to them				
Use activities to teach about feelings and feeling words				
Label my own emotions in response to real-life classroom situations				
Use real-life classroom situations to identify toddlers' feelings when they have conflicts or are frustrated				
Use real-life classroom situations to help toddlers problem solve				

My Notes

Peer Interactions

Promoting positive peer interactions	I would like to...			
	Learn more about this	Do this more often	Do in other routines or differently	Do this in better ways
Encourage children to be aware of and care about their peers				
Encourage children to initiate or maintain interactions with their peers throughout the day				
Provide positive descriptive comments to children who are engaging in positive peer interactions				
Offer comfort when negative social interactions occur among children				
Model social skills for children such as sharing, gentle touching, requesting, or using words				
Help children understand their peers' intentions				
Use a variety of developmentally appropriate strategies, materials, and activities to encourage peer-to-peer interactions				

My Notes

Individualized Teaching

Providing individualized teaching to children who need more support for social-emotional skill development.	I would like to...			
	Learn more about this	Do this more often	Do in other routines or differently	Do this in better ways
Implement an individualized process that includes screening, goal identification, and individualized teaching				
Identify social-emotional learning goals for individual children				
Identify when to embed teaching on social-emotional skills within routines, play, and other naturally occurring activities				
Develop an instruction plan for providing individualized teaching on social-emotional skills				
Collect data on child progress in response to individualized teaching of social-emotional skills				

My Notes

Challenging Behavior

Developing individualized interventions to address persistent challenging behavior.	I would like to...			
	Learn more about this	Do this more often	Do in other routines or differently	Do this in better ways
Understand the relationship between challenging behavior and trauma				
Identify the function or meaning of behavior				
Understand the steps for developing an individualized intervention to address challenging behavior				
Collaborate with team members to develop individualized interventions for children who have persistent challenging behavior				
Identify ways to collaborate with families when children have persistent challenging behavior				

My Notes