



The Teaching and Guidance Policy Essential Checklist (TAGPEC)

Program's name: _____ **Date filled out:** _____

Completed by: _____ **Role in program:** _____

Instructions: This Checklist is designed to identify different aspects of quality in early care and education guidance policies. This Checklist can be completed by a trained program staff member or a specialist in early care and education. For each question below, please check the response that best describes your program's guidance policy: check "no" if the policy does not show evidence of addressing the item, check "emerging" if your policy shows some evidence of addressing the item, and check "yes" if the policy shows clear evidence of addressing the item.

EF1: Intentional Focus on Teaching Social-Emotional Skills

Early childhood behavior guidance policies should reflect an instructional, proactive approach to behavior guidance that supports the learning and practice of appropriate pro-social behavior of all children, regardless of individual differences and/or cultural and linguistic background.

Item 1: The policy clearly states that the goal of behavior guidance is to teach social-emotional skills to all children.

_____ Yes _____ Emerging _____ No

Item 2: The policy clearly describes the role of the teacher in proactively teaching all children social-emotional skills.

_____ Yes _____ Emerging _____ No

Item 3: The policy clearly describes the role of positive and consistent interactions among teachers and children in promoting positive behavior.

_____ Yes _____ Emerging _____ No

Item 4: Multiple, evidence-based, developmentally, culturally, and linguistically appropriate strategies are described.

_____ Yes _____ Emerging _____ No

EF 2: Inclusive, Developmentally, Culturally, and Linguistically Appropriate Learning Environment

Early childhood behavior guidance policies should describe the importance of an inclusive, developmentally, culturally, and linguistically appropriate learning environment that is predictable, engaging, and relationship-based.

Item 5: The policy presumes placement of children with behavioral challenges in inclusive settings.

Item 6: The policy prohibits discrimination based on the child’s characteristics such as race, sex, gender, and presence of disability.

Item 7: The policy clearly describes the importance of emotionally and instructionally responsive teacher-child relationships as essential to preventing challenging behaviors.

_____ Yes _____ Emerging _____ No

Item 8: The policy emphasizes the importance of the sufficient and active adult supervision of all children.

_____ Yes _____ Emerging _____ No

Item 9: The policy describes the need for staff to continuously (at all times) monitor and respond to children’s behavior.

_____ Yes _____ Emerging _____ No

Item 10: The policy clearly describes the use of ecological arrangements (classroom environment and materials) as a means for promoting positive, pro-social behavior.

_____ Yes _____ Emerging _____ No

Item 11: The policy clearly describes the need for a predictable, intentional, and developmentally appropriate daily schedule (e.g. small and large group times, carefully planned transitions, child and adult initiated activities).

_____ Yes _____ Emerging _____ No

Item 12: The policy clearly describes the value of an engaging curriculum that takes a strengths-based view of culture and language as a deterrent to challenging behavior.

_____ Yes _____ Emerging _____ No

EF 3: Setting Behavioral Expectations

Early childhood behavior guidance policies should describe clear and consistent expectations for behavior.

Item 13: The policy has clearly stated program-wide behavioral expectations that are developmentally appropriate and reflect the natural learning abilities typically associated with the age groups of children served. *If this item is answered no, items 12-15 must be answered no*

_____ Yes _____ Emerging _____ No

Item 14: Behavioral expectations are stated positively and emphasize what children can and should do rather than what they cannot do.

_____ Yes _____ Emerging _____ No

Item 15: Behavioral expectations are designed to promote children’s self-regulation, supporting external to internal foci from staff to self.

_____ Yes _____ Emerging _____ No

Item 16: The policy describes the need for clearly defined expectations that are observable and measurable at the classroom level.

_____ Yes _____ Emerging _____ No

Item 17: The policy describes the need for a connection between program-level behavioral expectations and classroom expectations.

_____ Yes _____ Emerging _____ No

Item 18: The policy clearly describes practices that are unacceptable for use by staff (e.g. humiliation, depriving meals, snacks, rest, restraint, seclusion, etc.).

_____ Yes _____ Emerging _____ No

EF 4: Preventing and Addressing Challenging Behaviors Using a Tiered- Model of Intervention

Early childhood behavior guidance policies should identify primary, secondary, and tertiary preventative and intervention practices for promoting pro-social behavior and reducing challenging behavior in young children.

Item 19: Procedures are in place to screen children for behavioral concerns.

_____ Yes _____ Emerging _____ No

Item 20: The policy clearly describes the need to understand the reason behind children’s challenging behaviors (e.g., unmet needs such as hunger, sleep, safety, response to trauma).

_____ Yes _____ Emerging _____ No

Item 21: The policy clearly describes primary strategies to teach and reinforce pro-social behaviors in all children (*see Items 1-10*).

_____ Yes _____ Emerging _____ No

Item 22: The policy describes targeted secondary strategies for children who are at risk for problem behaviors (e.g., the use of social skills curricula, intentional small group instruction).

_____ Yes _____ Emerging _____ No

Item 23: The policy clearly describes the use of tertiary strategies for helping children who exhibit chronic and intense problem behaviors (e.g., developing a behavior support plan, early childhood mental health consultation, trauma-informed care, functional behavioral assessments that are research-based and culturally appropriate, referral for additional assessment).

_____ Yes _____ Emerging _____ No

Item 24: The policy describes the necessity for service coordination through intra/inter-agency collaboration to mitigate behavioral challenges and to promote social/emotional competence.

Item 25: The policy assures privacy and confidentiality of personal information about behavioral assessment and intervention.

EF 5: Working with Families

Early childhood behavior guidance policies should reflect the family-centered nature of early childhood education.

Item 26: The policy promotes pro-active (rather than reactive) collaborative, and authentic relationships as a means of promoting social competence in children.

_____ Yes _____ Emerging _____ No

Item 27: The policy promotes staff-family collaboration in effectively dealing with challenging behavior and families are given an opportunity to participate in developing and implementing interventions.

_____ Yes _____ Emerging _____ No

Item 28: The policy describes the need for obtaining contextually and culturally relevant information (e.g. at-home sleeping and eating habits, family events, favorite toys and activities) from families in order to understand children’s inappropriate behavior.

_____ Yes _____ Emerging _____ No

Item 29: The policy promotes embedding individual behavior support plan goals and objectives into family/home routines and activities.

_____ Yes _____ Emerging _____ No

EF 6: Staff Training and Professional Development

Early childhood behavior guidance policies should ensure that staff that staff has access to training and technical assistance in implementing policy guidelines and promoting the social competence of young children.

Item 30: The policy describes practices that are in place to ensure that staff understand and can articulate the behavior guidance policy.

_____ Yes _____ Emerging _____ No

Item 31: The policy describes a process for ongoing professional development opportunities to support staff in the use of evidence-based prevention and intervention strategies.

_____ Yes _____ Emerging _____ No

Item 32: The policy describes the intent of the program to ensure that staff have a strong understanding of culture, diversity, equity, and inclusion, and are provided opportunities to engage in self-reflection and ongoing professional development that encourage awareness of implicit and explicit biases that may affect their work with children and families.

_____ Yes _____ Emerging _____ No

EF 7: Use of Data for Continuous Improvement

Early childhood behavior guidance policies should reference the use of a data collection system by which the relative success or failure of the behavior guidance policy will be evaluated.

Item 33: Policy evaluation procedures are in place and clearly describe how the success or failure of the policy will be measured.

_____ Yes _____ Emerging _____ No

Item 34: The policy describes how data will be used to engage in continuous improvement to ensure that practices are in line with the intent of the behavior guidance policy, pinpoint concerns, track progress and ensure equity for all children.

_____ Yes

_____ Emerging

_____ No

Do you have any concerns about your program's guidance policy? No Some Yes

Please describe below.

SCORING

Step 1: Calculate score total

"No" = 0 "Emerging" = 1 "Yes" = 2

Step 2: Sum all of the item scores to get a total score.

Step 3: Transfer total score to Summary Section (below).

Step 4: Higher item scores are strengths.

Summary Section

Total Score: _____/60

Strengths:

Areas to Improve: