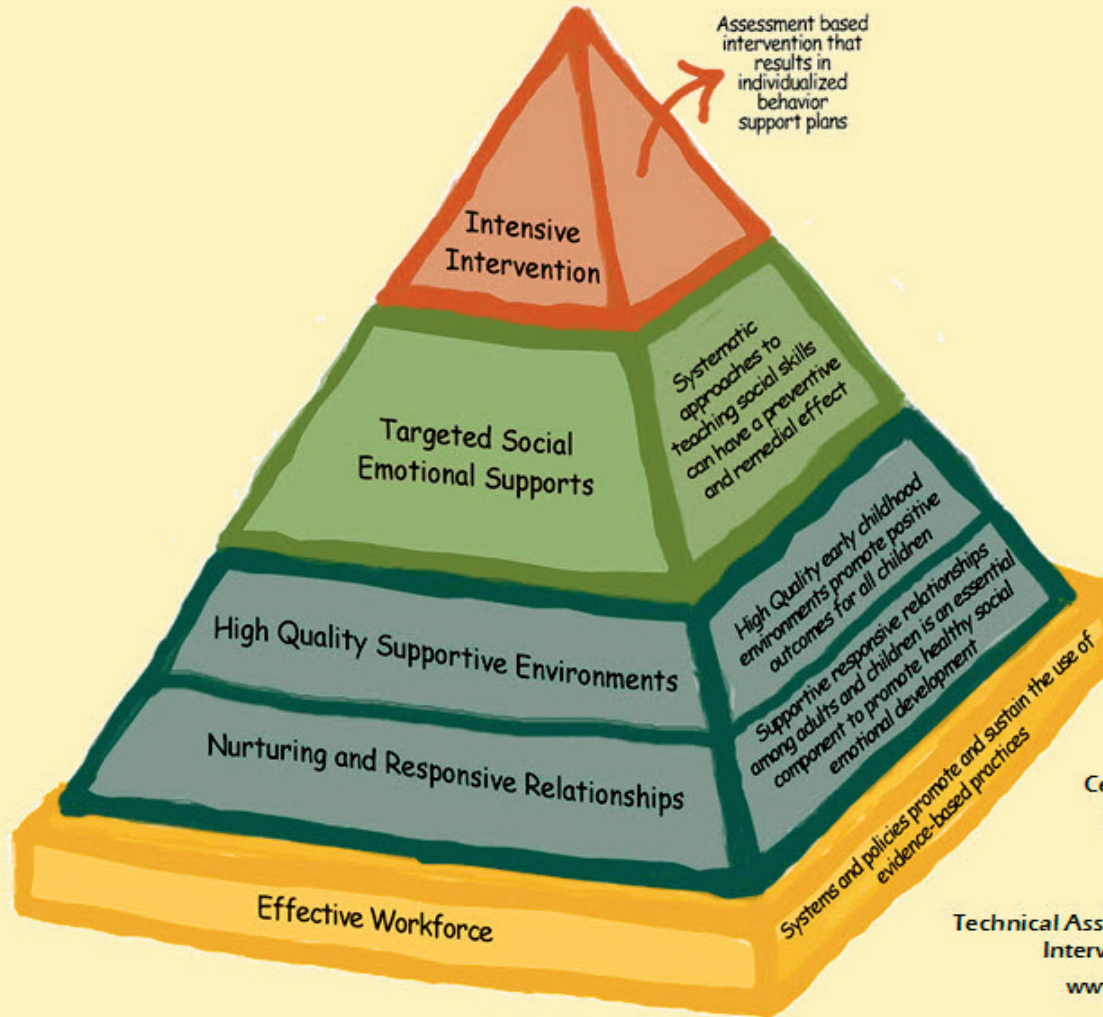


# Pyramid Model

## for Promoting **Social Emotional** Competence in Infants and Young Children



Center on the Social and Emotional Foundations for Early Learning  
[www.vanderbilt.edu/csefel](http://www.vanderbilt.edu/csefel)

Technical Assistance Center on Social Emotional Intervention for Young Children  
[www.challengingbehavior.org](http://www.challengingbehavior.org)

## Inventory of Practices for Promoting Children’s Social Emotional Competence Center on the Social and Emotional Foundations for Early Learning

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**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. A column entitled *Observations/Evidence* allows the user to write thoughts, suggestions, strengths, and needs concerning either the specific *Skills or Indicators*. 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. The team or individual may wish to delineate specific training requests, professional development opportunities, or encouragement in the *Comments* box.

**Use of the Action Plan:** 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 first column of the *Action Plan*, users should check those Skills or Indicators they previously identified as targets for training. In the second column, 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 third column allows users to identify *Resources and Supports* that 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.



# Inventory of Practices for Promoting Social Emotional Competence

## Building Positive Relationships

Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
				YES	NO	
<b>1. Develops meaningful relationships with children and families</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>YES</b>	<b>NO</b>	
<input type="checkbox"/> Greets children on arrival; calls by name						
<input type="checkbox"/> Communicates with children at eye level						
<input type="checkbox"/> Verbally interacts with individual children during routines and activities						
<input type="checkbox"/> Participates in children's play when appropriate						
<input type="checkbox"/> Shows respect, consideration, warmth to all children						
<input type="checkbox"/> Speaks calmly to children						
<input type="checkbox"/> Uses a variety of strategies for building relationships with all children						
<input type="checkbox"/> Attends to children in positive ways at times when the children are not engaging in challenging behavior						
<input type="checkbox"/> Uses a variety of strategies for building relationships with all families						
<input type="checkbox"/> Creates a classroom that is a place that children and families like to be (i.e., feel comfortable, welcome, and safe)						
<b>Comments:</b>						
<b>2. Examines personal, family, and cultural views of child's challenging behavior</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>YES</b>	<b>NO</b>	
<input type="checkbox"/> Considers personal beliefs regarding the acceptability and unacceptability of specific types of child behavior						
<input type="checkbox"/> Considers personal beliefs regarding the causes of specific types of unacceptable child behavior						
<input type="checkbox"/> Acknowledges contrasting or conflicting beliefs held by others regarding acceptable and unacceptable types of child behavior						
<b>Comments:</b>						

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

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



# Inventory of Practices for Promoting Social Emotional Competence

## Building Positive Relationships

Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
				YES	NO	
<b>3. Examines own attitudes toward challenging behavior</b>	<b>3</b>	<b>2</b>	<b>1</b>			
<input type="checkbox"/> Understands the relationship between children's social emotional development and challenging behaviors						
<input type="checkbox"/> Understands that children's challenging behaviors are conveying some type of message						
<input type="checkbox"/> Understands there are many things that can be done to prevent challenging behaviors						
<input type="checkbox"/> Identifies what behaviors "push my buttons"						
<input type="checkbox"/> Develops strategies for dealing with situations when children's behaviors "push my buttons"						
<input type="checkbox"/> Works together with a team to problem solve around issues related to challenging behaviors						
<b>Comments:</b>						

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

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



# Inventory of Practices for Promoting Social Emotional Competence

## Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
				YES	NO	
<b>4. Designs the physical environment</b>	<b>3</b>	<b>2</b>	<b>1</b>			
<input type="checkbox"/> Arranges traffic patterns in classroom so there are no wide open spaces						
<input type="checkbox"/> Removes obstacles that make it difficult for children with physical disabilities to move around the room						
<input type="checkbox"/> Clearly defines boundaries in learning centers						
<input type="checkbox"/> Arranges learning centers to allow room for multiple children						
<input type="checkbox"/> Provides a variety of materials in all learning centers						
<input type="checkbox"/> Designs learning centers so that children spend time evenly across centers						
<input type="checkbox"/> Considers children's interests when deciding what to put in learning centers						
<input type="checkbox"/> Makes changes and additions to learning centers on a regular basis						
<input type="checkbox"/> Visually closes learning centers when they are not an option for children to use						
<b>Comments:</b>						
<b>5. Develops schedules and routines</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>YES</b>	<b>NO</b>	
<input type="checkbox"/> Designs schedule to include a balance of large group and small group activities						
<input type="checkbox"/> Designs schedule to minimize the amount of time children spend making transitions between activities						
<input type="checkbox"/> Implements schedule consistently						
<input type="checkbox"/> Teaches children about the schedule						
<input type="checkbox"/> Provides explanations when changes in the schedule are necessary						
<b>Comments:</b>						

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

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



# Inventory of Practices for Promoting Social Emotional Competence

## Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
				YES	NO	
<b>6. Ensures smooth transitions</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>YES</b>	<b>NO</b>	
<input type="checkbox"/> Structures transitions so children do not have to spend excessive time waiting with nothing to do						
<input type="checkbox"/> Teaches children the expectations associated with transitions						
<input type="checkbox"/> Provides warnings to children prior to transitions						
<input type="checkbox"/> Individualizes the warnings prior to transitions so that all children understand them						
<b>Comments:</b>						
<b>7. Designs activities to promote engagement</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>YES</b>	<b>NO</b>	
<input type="checkbox"/> Plans and conducts large group activities with specific goals in mind for the children						
<input type="checkbox"/> Varies the topics and activities in the large group from day to day						
<input type="checkbox"/> Provides opportunities for children to be actively involved in large group activities						
<input type="checkbox"/> Varies speech and intonation to maintain the children's interests in the large group activity						
<input type="checkbox"/> Monitors children's behavior and modifies plans when children lose interest in large group activities						
<input type="checkbox"/> Plans and conducts small group activities with specific goals in mind for each child						
<input type="checkbox"/> Plans and conducts fun small group activities						
<input type="checkbox"/> Uses peers as models during small group activities						
<input type="checkbox"/> Monitors children's behavior and modifies plans when children lose interest in small group activities						
<input type="checkbox"/> Makes adaptations and modifications to ensure that all children can be involved in a meaningful way in any activity						
<input type="checkbox"/> Uses a variety of ways to teach the expectations of specific activities so that all children understand them						
<b>Comments:</b>						

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

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



# Inventory of Practices for Promoting Social Emotional Competence

## Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
				YES	NO	
<b>8. Giving Directions</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>YES</b>	<b>NO</b>	
<input type="checkbox"/> Gains child's attention before giving directions						
<input type="checkbox"/> Minimizes the number of directions						
<input type="checkbox"/> Individualizes the way directions are given						
<input type="checkbox"/> Gives clear directions						
<input type="checkbox"/> Gives directions that are positive						
<input type="checkbox"/> Gives children time to respond to directions						
<input type="checkbox"/> Gives children choices and options when appropriate						
<input type="checkbox"/> Follows through with positive acknowledgments of children's behavior						
<b>Comments:</b>						
<b>9. Establishes and enforces clear rules, limits, and consequences for behavior</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>YES</b>	<b>NO</b>	
<input type="checkbox"/> Identifies appropriate classroom rules with children						
<input type="checkbox"/> Teaches rules in developmentally appropriate ways						
<input type="checkbox"/> Provides opportunities for children to practice classroom rules						
<input type="checkbox"/> States rules positively and specifically (avoids words "no" and "don't" as much as possible)						
<input type="checkbox"/> Keeps rules to manageable number (3-6)						
<input type="checkbox"/> Frequently reinforces children for appropriate behavior						
<input type="checkbox"/> Identifies consequences for both following and not following rules						
<input type="checkbox"/> Makes sure all adults in classroom know rules and consequences						
<input type="checkbox"/> Enforces rules and consequences consistently and fairly						
<b>Comments:</b>						

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

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



# Inventory of Practices for Promoting Social Emotional Competence

## Designing Supportive Environments

Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
				YES	NO	
<b>10. Engages in ongoing monitoring and positive attention</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>YES</b>	<b>NO</b>	
<input type="checkbox"/> Gives children time and attention when engaging in appropriate behavior						
<input type="checkbox"/> Monitors adults' interactions with children throughout the day						
<b>Comments:</b>						
<b>11. Uses positive feedback and encouragement</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>YES</b>	<b>NO</b>	
<input type="checkbox"/> Uses positive feedback and encouragement contingent on appropriate behavior						
<input type="checkbox"/> Provides descriptive feedback and encouragement						
<input type="checkbox"/> Conveys enthusiasm while giving positive feedback and encouragement						
<input type="checkbox"/> Uses positive feedback and encouragement contingent on child's efforts.						
<input type="checkbox"/> Provides nonverbal cues of appreciation						
<input type="checkbox"/> Recognizes that there are individual variations in what forms of acknowledgment are interpreted as positive by children						
<input type="checkbox"/> Involves other adults in acknowledging children						
<input type="checkbox"/> Models positive feedback and encouragement frequently						
<b>Comments:</b>						

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

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





# Inventory of Practices for Promoting Social Emotional Competence

## Social Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
				YES	NO	
<b>12. Interacts with children to develop their self-esteem</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>YES</b>	<b>NO</b>	
<input type="checkbox"/> Demonstrates active listening with children						
<input type="checkbox"/> Avoids judgmental statements						
<input type="checkbox"/> Responds to children's ideas						
<input type="checkbox"/> Recognizes children's efforts						
<input type="checkbox"/> Shows empathy and acceptance of children's feelings						
<b>Comments:</b>						
<b>13. Shows sensitivity to individual children's needs</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>YES</b>	<b>NO</b>	
<input type="checkbox"/> Respects and accommodates individual needs, personalities, and characteristics						
<input type="checkbox"/> Adapts and adjusts accordingly (instruction, curriculum, materials, etc.)						
<input type="checkbox"/> Conveys acceptance of individual differences (culture, gender, sensory needs, language, abilities) through planning, material selection, and discussion of topics						
<b>Comments:</b>						
<b>14. Encourages autonomy</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>YES</b>	<b>NO</b>	
<input type="checkbox"/> Provides children with opportunities to make choices						
<input type="checkbox"/> Allows children time to respond and/or complete task independently before offering assistance						
<input type="checkbox"/> Creates opportunities for decision making, problem solving, and working together						
<input type="checkbox"/> Teaches children strategies for self-regulating and/or self-monitoring behaviors						
<b>Comments:</b>						

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

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



# Inventory of Practices for Promoting Social Emotional Competence

## Social Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
				YES	NO	
<b>15. Capitalizes on the presence of typically developing peers</b>	<b>3</b>	<b>2</b>	<b>1</b>			
<input type="checkbox"/> Utilizes peers as models of desirable social behavior						
<input type="checkbox"/> Encourages peer partners/buddies (i.e., hold hands during transitions, play partner, clean-up buddy, etc.)						
<input type="checkbox"/> Demonstrates sensitivity to peer preferences and personalities						
<input type="checkbox"/> Shows an understanding of developmental levels of interactions and play skills						
<b>Comments:</b>						
<b>16. Utilizes effective environmental arrangements to encourage social interactions</b>	<b>3</b>	<b>2</b>	<b>1</b>			
<input type="checkbox"/> Considers peer placement during classroom activities						
<input type="checkbox"/> Effectively selects, arranges, and utilizes materials that promote interactions (high interest, novel, culturally meaningful)						
<input type="checkbox"/> Effectively selects, arranges, and implements activities that promote interactions (high interest, novel, culturally meaningful)						
<input type="checkbox"/> Develops interaction opportunities within classroom routines (i.e., table captain, clean-up partner, snack set-up, etc.)						
<b>Comments:</b>						

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

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



# Inventory of Practices for Promoting Social Emotional Competence

## Social Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
				YES	NO	
<b>17. Uses prompting and reinforcement of interactions effectively</b>	<b>3</b>	<b>2</b>	<b>1</b>			
<input type="checkbox"/> Provides sincere, enthusiastic feedback to promote and maintain social interactions						
<input type="checkbox"/> Waits until interactions are finished before reinforcing; does not interrupt interactions						
<input type="checkbox"/> Models phrases children can use to initiate and encourage interactions						
<input type="checkbox"/> Gives general reminders to "play with your friends"						
<input type="checkbox"/> Facilitates interactions by supporting and suggesting play ideas						
<input type="checkbox"/> Ensures that interactions are mostly child-directed not teacher-directed during free play						
<b>Comments:</b>						
<b>18. Provides instruction to aid in the development of social skills</b>	<b>3</b>	<b>2</b>	<b>1</b>			
<input type="checkbox"/> Includes social interaction goals on the IEP						
<input type="checkbox"/> Teaches appropriate social skills through lessons and role-playing opportunities						
<input type="checkbox"/> Incorporates cooperative games, lessons, stories, and activities that promote altruistic behavior into planning						
<input type="checkbox"/> Structures activities to encourage and teach sharing						
<input type="checkbox"/> Structures activities to encourage and teach turn taking						
<input type="checkbox"/> Structures activities to encourage and teach requesting and distributing items						
<input type="checkbox"/> Structures activities to encourage and teach working cooperatively						
<b>Comments:</b>						

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

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



# Inventory of Practices for Promoting Social Emotional Competence

## Social and Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
				YES	NO	
<b>19. Promotes identification and labeling of emotions in self and others</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>YES</b>	<b>NO</b>	
<input type="checkbox"/> Uses photographs, pictures, and posters that portray people in various emotional states						
<input type="checkbox"/> Uses validation, acknowledgment, mirroring back, labeling feelings, voice tones, or gestures to show an understanding of children's feelings						
<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						
<input type="checkbox"/> Uses real-life situations to practice problem solving, beginning with defining the problem and emotions involved						
<b>Comments:</b>						
<b>20. Explores the nature of feelings and the appropriate ways they can be expressed</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>YES</b>	<b>NO</b>	
<input type="checkbox"/> Teaches that all emotions are okay, but not all expressions are okay						
<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)						
<input type="checkbox"/> Uses opportunities to comment on occasions when children state they are feeling upset or angry but are remaining calm						
<b>Comments:</b>						

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

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



# Inventory of Practices for Promoting Social Emotional Competence

## Social Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
				YES	NO	
<b>21. Models appropriate expressions and labeling of their own emotions and self-regulation throughout the course of the day</b>	3	2	1			
<input type="checkbox"/> Labels positive feelings						
<input type="checkbox"/> Labels negative feelings paired with actions to regulate						
<b>Comments:</b>						
<b>22. Creates a planned approach for problem solving processes within the classroom</b>	3	2	1	YES	NO	
<input type="checkbox"/> Individualizes the planned approach to the appropriate level of the child						
<input type="checkbox"/> Systematically teaches the problem solving steps: a What is my problem? b What are some solutions? c What would happen next? d Try out the solution.						
<input type="checkbox"/> "Problematizes" situations throughout the day to allow children opportunities to generate solutions						
<input type="checkbox"/> Takes time to support children through the problem solving process during heated moments						
<input type="checkbox"/> Comments on and reinforces children's problem solving efforts						
<b>Comments:</b>						
<b>23. Promotes children's individualized emotional regulation that will enhance positive social interactions within the classroom</b>	3	2	1	YES	NO	
<input type="checkbox"/> Helps children recognize cues of emotional escalation						
<input type="checkbox"/> Helps children identify appropriate choices						
<input type="checkbox"/> Helps children try solutions until the situation is appropriately resolved						
<input type="checkbox"/> Displays photographs of children working out situations						
<b>Comments:</b>						

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

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



# Inventory of Practices for Promoting Social Emotional Competence

## Individualized Intensive Interventions

Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
				YES	NO	
<b>24. Teams with family to develop support plans</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>YES</b>	<b>NO</b>	
<input type="checkbox"/> Invites family to participate in behavior support process from the beginning						
<input type="checkbox"/> Accommodates family schedule						
<input type="checkbox"/> Encourages family to assist in the development of plan						
<input type="checkbox"/> Ensures that the plan addresses family and child care issues						
<b>Comments:</b>						
<b>25. Teams use functional assessment</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>YES</b>	<b>NO</b>	
<input type="checkbox"/> Conducts observations						
<input type="checkbox"/> Completes interviews						
<input type="checkbox"/> Develops hypothesis						
<b>Comments:</b>						
<b>26. Develops and implements behavior support plan</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>YES</b>	<b>NO</b>	
<input type="checkbox"/> Includes replacement skills						
<input type="checkbox"/> Includes prevention strategies						
<input type="checkbox"/> Includes new responses						
<b>Comments:</b>						
<b>27. Teaches replacement skills</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>YES</b>	<b>NO</b>	
<input type="checkbox"/> Replacement skills are taught throughout the day						
<input type="checkbox"/> Replacement skills are taught when challenging behavior is not occurring						
<input type="checkbox"/> Consistently provides positive reinforcement for appropriate behavior						
<b>Comments:</b>						

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

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



# Inventory of Practices for Promoting Social Emotional Competence

## Individualized Intensive Interventions

Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations/Evidence
				YES	NO	
<b>28. Monitors progress</b>	<b>3</b>	<b>2</b>	<b>1</b>			
<input type="checkbox"/> Measures and monitors changes in challenging behavior						
<input type="checkbox"/> Measures and monitors acquisition of replacement skills						
<input type="checkbox"/> Team meets periodically to review child progress, plan implementation, and to develop new support strategies						
<b>Comments:</b>						

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

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

