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**Social Emotional Development Implementation Plan**

**for Preschool Classroom/FCCH Setting: Level 1**

Agency/Site/Classroom/FCCH: Date:

Educator: Observer:

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| **Expectation** | **Strategies** | **Observation Notes** | **Plan & Timeline** |
| **Connect with each child daily** | * Educators take time to connect to each child 1.1 as early as possible each day (i.e. encouragement, greeting, talking, touching). Educators greet/call children by name. * Educators often use positive descriptive praise (acknowledgement) for children's skills, behaviors, and activities (vs redirection as main form of talking). * Place photos of children's families around classroom to refer to and support building bridge to home. * Individualization Technique: Provide access to additional copies of family photos for children to keep with them (for ex. when missing parent). |  |  |
| **Daily Children's Schedule with pictures posted in group time area for children and individualized as needed.**  Review schedule throughout the day as needed and at group time daily | * Children's schedule is reviewed at group time & referred to throughout the day to help recall activities that individual children participated in, prepare children for what comes next and inform them of any changes (i.e. rainy day schedule, classroom visitor, special activity etc.). * Schedule includes photos (of actual children preferred -not required) highlighting broad major times of day/transition (does not include time of day). * Children's schedule is posted in a prominent location at children's eye level (preferably in group time area for easy review or able to relocate there &/or have second version for easel during group time). * Provide sensory and/or open ended art/creative activities daily. * Whole class warnings are provided prior to transitions and directly to individual children as needed. Messier activities are cleaned up prior to beginning clean up time for entire class. * Educator's daily schedule is posted for adults w/ more detail and includes time of day. -All Educators directed activities are less than 20 minutes long. Individualization Techniques: Children who cannot clean up safely may be allowed to continue individual activity and clean up w/ support * Individualized child schedule includes photos of child and is relevant to child's need to predict and prepare for schedule changes. (i.e. small squares on ring educators hang around neck or in apron pocket, or accessibly small photo album.) |  |  |
| **Agreements/Rules with pictures posted in group time area for children.** Review agreements/rules throughout the day | * Safety Agreements/Rules are broad statements that apply across settings to everyone, such as "We use safe hands/feet", “We are kind", “We clean up”, "We ask for help". Some Agreements/Rules apply to certain settings (i.e. outdoors/circle time) and can be a separate visual as needed. * Rules that are not applicable to all occasions are not posted (i.e. sharing, and taking turns), however can be reviewed prior to relevant activity. |  |  |

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| as needed and at group time daily | * Agreement/rules photos are of actual children acting out agreements/rules. (Not required the first 30 days.) * Review safety agreements at group time daily and as needed throughout the day. Children who are "helpers" can review the rules once familiar (after 4- r; weeks of Educator's review). * Individualization techniques: Review agreements with individual children throughout the day to remind them of agreements through positive monitoring Educators highlight when child is acting safe with the purpose of catching them as they are following agreements/rules appropriately). * Children are encouraged to refer to the agreements/rules in their interactions with each other (being helpful, or being a friend, making safe choices). * Educators comment on appropriate child behavior, linking the behavior to the posted classroom agreement/rules. |  |  |
| **Talk about feelings and friendship throughout the day.** | * As Educators interact with children, comment on feelings and when children are seen as "friends" throughout the day. * Educators use naturally occurring opportunities across the day to teach social emotional and friendship skills.   **Suggestions:** Feeling charts, feeling lotto games, being helpful or feeling pictures, Acts of Kindness highlighted on heart tree or in heart jar etc. |  |  |
| **Job Board with jobs for children** | * Post job board to give children opportunity to be "helper" for classroom community. Children participate in meaningful jobs/roles to facilitate the 'school family'. Jobs can last for a day or for a week or longer. * Individualization techniques: More than one child can have a job. (Examples: children could be meal helpers or several children can be bell ringer or let one child continue a helper choice as long as needed- usually 1-3 weeks maximum). |  |  |
| **Emphasize Safety Daily** | * Educators frequently emphasize the word safety throughout the day. Educators explicitly teach children safety steps and expectations. Safety Toys (fidgets) are used for individual children as needed &/or an alternative activity is provided near to group when child is unable to participate. * Identify "Safe Place" in classroom. The Safe Place is utilized as a place for children to choose to be alone. It is also a strategy for a child as needed to calm, in this case the child is encouraged to be alone for a while and is not forced or placed there by adult (does not =time out). * Individualization techniques: Educators break down directions into steps and tell children what to do rather than what not to do. (Refer to PDA Handout) Daily Safety Commitment at group time and reminder during day: Educator says: "My Job is to keep you safe". Children say: "My job is to help keep it safe." |  |  |
| **Deep Breathing Break** | * Breathing breaks occur at regular intervals throughout the day & as needed with individual children. Breathing techniques are modeled and demonstrated by educators on a regular basis daily. The intent is for it to become a healthy habit so child/adult may choose to breathe when stressed.   **Suggestions:** Take Deep Breaths often: S.T.A.R.: Smile (or Stop) Take a deep breath and Relax CD: Balloon, Faucet, Pretzel icons are posted. Dolls/puppets/props used to facilitate understanding of self-calming techniques. |  |  |