Practice Implementation Checklist:
High Quality Environments

Schedules & Routines

- ❑ Post daily schedules and routines with visual displays
- ❑ Review schedule and refer to it throughout the day
- ❑ Plan both large and small group activities throughout each day
- ❑ Include a balance of teacher-directed and child-directed activities
- ❑ Prepare children for changes that will occur in the regular schedule
- ❑ Make special preparations for individual children who may need more support to follow the routine

Classroom Design

- ❑ Children can easily move around the classroom
- ❑ The learning centers have clear boundaries
- ❑ No wide open spaces in the classroom where children can run
- ❑ Adequate number and variety of centers to maintain children's interest and support the number of children at each center (1 center for every 4 children)

Promoting Engagement

- ❑ Structure activities so that children are actively engaged almost all of the time (i.e., actively participating)
- ❑ Change your activity plan when children lose interest
- ❑ When children begin to show challenging behavior, help them become actively engaged in the activity or provide a new activity
- ❑ Comment positively and descriptively on children's engagement

Transitions

- ❑ Provide a whole class warning prior to transitions
- ❑ Develop transition games, songs, or others to ensure all children are actively engaged in the transition
- ❑ Specifically teach the steps and expectations for transitions
- ❑ Provide positive and specific feedback to children who transition appropriately
- ❑ Provide individual prompts (e.g., verbal, visuals) to children who may have difficulty transitioning
- ❑ Actively engage all students in the transition even those who are waiting for their turn

Expectations & Rules

- ❑ Post behavior expectations and regularly review during large group instruction
- ❑ Provide instruction on posted behavior expectations to individual children, during play, and small group activities
- ❑ Give specific feedback on appropriate child behavior linking back to the posted behavior expectations
- ❑ Facilitate conversations with children to think about the behavior expectations and why they are important for them and the class