

# Checklist for Module 1

## Lesson 1

- Watch all Lesson 1 videos
- Tell someone about the Pyramid Model
- Complete the Knowledge Check
- Download and print the Action Plan form

## Lesson 2

### Reflect

- Write down how you feel as you arrive at work each day, and how you feel as you depart
- Write down how you think children and families might feel as they arrive and depart
- Reflect on what would need to change in order to make the social emotional climate more positive for children, families, and for YOU!

### Learn

- Watch all Lesson 2 videos
- Complete the Hot Buttons worksheet
- Watch the Stone Kelly YouTube videos
- Fill out the Milestone Expectations worksheet
- Fill out the Reframing worksheet

### Check and Do

- Complete the Knowledge Check
- Fill out Needs Assessment #1
- Create an action plan

## Lesson 3

### Reflect

- Reflect on any new responses you've had to hot button behaviors
- Write down an adult behavior that pushes your buttons
- Write from that person's perspective
- Write a reframing of your thoughts about this adult behavior

### Learn

- Watch all Lesson 3 Videos
- Draw CONNECTION and DISCONNECTION between adult and child
- Complete the Daily Activity handout
- Read the Building Positive Relationships with Young Children Handout
- Write down one new way to make deposits with children
- Look at the CSEFEL website and challengingbehavior.org for ways to connect with families
- Write down one new way to make deposits with families
- Write down four ways to make deposits with co-workers

### Check and Do

- Complete the Knowledge Check
- Complete Needs Assessment #2
- Make an action plan for implementing one of those practices

# Checklist for Module 1

## Lesson 4

### Reflect

- Jot down ways you can make deposits with children who are harder to reach
- Jot down ways you can make deposits with families who are harder to reach
- Jot down ways you can connect with coworkers

### Learn

- Watch all Lesson 4 videos
- Take pictures of your classroom and analyze them for the messages the environment sends
- Draw your classroom and analyze it for challenging behavior, traffic patterns, accommodations for physical and sensory disabilities, and visual cues
- Analyze your centers and center materials
- Rearrange as needed!

### Check and Do

- Complete the Knowledge Check
- Complete Needs Assessment #3
- Make an action plan for implementing one of those practices

## Lesson 5

### Reflect

- Journal about your classroom arrangement and how it affects child behavior
- Evaluate changes that you made to the classroom since the last lesson
- Make a plan to rearrange any areas where challenging behavior often occurs

### Learn

- Watch all Lesson 5 videos
- Use colored dots to analyze your daily schedule
- Make changes to create a balanced schedule
- Plan new ways to teach children the schedule and routines
- Plan changes to make large group time meaningful and keep children engaged
- Consider small group time: why and how

### Check and Do

- Complete the Knowledge Check
- Complete Needs Assessment #4
- Make an action plan for implementing one of those practices

## Lesson 6

### Reflect

- On the balance of your schedule
- On the visual cues that you have provided or need to provide for schedules and routines
- On the visual cues that you have provided or need to provide for circle time

*Lesson 6 continued*

# Checklist for Module 1

## *Lesson 6 continued*

### **Learn**

- Watch all Lesson 6 videos
- Count the transitions children have in your day
- Think about a difficult transition and a smooth transition – what are the differences?
- Plan to prepare children for transitions
- Plan to teach the expectations of transitions
- Create visual cues for transitions
- Complete the “Giving Good Directions” worksheet

### **Check and Do**

- Complete the Knowledge Check
- Complete Needs Assessment #5
- Make an action plan for implementing one of those practices

## **Lesson 7**

### **Reflect**

- Write the steps and expectations of one transition
- Brainstorm ways to teach those steps and expectations to children

### **Learn**

- Watch all Lesson 7 videos
- Consider program-wide expectations
- Involve children in creating rules, or in creating visuals about the rules
- Teach rules and expectations systematically
- Encourage families to create similar household rules
- Use positive feedback and encouragement

### **Check and Do**

- Complete the Knowledge Check
- Complete Needs Assessment #6
- Make an action plan for implementing one of those practices