

Needs Assessment 9: Social Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Observations/Evidence
	3	2	1	
Uses prompting and reinforcement of interactions effectively	3	2	1	
<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				
Capitalizes on the presence of typically developing peers	3	2	1	
<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				
Utilizes effective environmental arrangements to encourage social interactions	3	2	1	
<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.)				