



Practice Implementation Checklist: Responsive Caregiving

With Children

- Greet each child at the door every morning
- When addressing children always use their names and get at their eye level
- Use a calm, positive, and supportive tone of voice
- Use specific and descriptive encouragement for children's skills, behavior and activities (e.g., "I like how you are sitting criss-cross in circle.")
- Join children's play and support/expand their interactions
- Share something personal about yourself with children
- Give directions that are short, simple, and specific. Make sure children understand the directions you have given
- Give positive and specific encouragement to children. Comment frequently on children's appropriate behavior
- Respond to children's comments by asking questions and elaborating on what they say
- Have ongoing conversations with children about their ideas and interests
- Identify ways to have conversations with children who are non-verbal, language delayed, or speak English as a second language

With Families

- Find different ways to involve parents and families
- Send notes home and make phone calls to share information about the good things their child is doing
- Make home visits
- Send home practical suggestions for supporting children's social emotional development at home and in the community
- Include families on the team when developing behavior support plans
- Share information about community resources related to social emotional development and challenging behavior
- Use a variety of methods to communicate with parents (home visits, phone calls, notes home, newsletter, school websites, email, classroom visits, etc.)

With staff and other service providers

- Have regular meetings with your classroom staff and have regular contact with other service providers
- Make teaming and collaboration a priority for your classroom
- Plan with classroom staff on how to work as a team in your classroom
- Provide encouragement and support to the colleagues with whom you work

