



# Follow-up Packet

## Follow-Up Summary

Check one:  Follow-up 1  Follow-up 2 Date follow-up was completed: \_\_\_\_\_

### Demographic Information

Program: \_\_\_\_\_ Trainer/Coach: \_\_\_\_\_

Classroom: \_\_\_\_\_

Participating Early Childhood Educators: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# of children enrolled: \_\_\_\_\_ Boys: \_\_\_\_\_ Girls: \_\_\_\_\_ Ages of children in classroom: \_\_\_\_\_

# of adults in the classroom: \_\_\_\_\_

# of children with identified disabilities: \_\_\_\_\_

Types of disabilities: \_\_\_\_\_

### Follow-up Information

Dates trainer/coach visited classroom/program to complete follow-up: \_\_\_\_\_

# of hours spent in classroom providing follow-up: \_\_\_\_\_

### Observations Completed

The following lists the content of this packet and can be used as a checklist for completing relevant observations.

- |  |   |
|--|---|
| <input type="checkbox"/> ECERS (selected items)  | <input type="checkbox"/> Small Group Observation Forms (copies for each ECE)          |
| <input type="checkbox"/> FCCERS (selected items) | <input type="checkbox"/> Manager Role Observation Form                                |
| <input type="checkbox"/> BIG Observation Form    | <input type="checkbox"/> Quality Supervision Checklist for Family Child Care Programs |
| <input type="checkbox"/> Follow-up Feedback Form |   |

## Observation Summary

Measure	Items/Area	Score
Early Childhood Environment Rating Scale  Date Completed: _____	4. Room arrangement	
	16. Encouraging children to communicate	
	17. Using language to develop reasoning skills	
	18. Informal use of language	
	29. Supervision of gross motor activities	
	30. General supervision of children	
	31. Discipline	
	32. Staff-child interaction	
	33. Interactions among children	
	35. Free play	
	37. Provision for children with disabilities	
Family Child Care Environment Rating Scale  Date Completed: _____	1. Indoor space used for child care	
	13. Helping children understand language	
	14. Helping children use language	
	27. Supervision of play and learning	
	28. Provider-child interaction	
	29. Discipline	
	30. Interactions among children	
	32. Free play	
	34. Provisions for children with disabilities	
Small Group Observation	Indirect Language Distribution _____ / 7	%
	Indirect Stimulation Observed	
	Directives _____ / _____	%
	Praise & Encouragement _____ / _____	%
	Corrective Feedback _____ / _____	%
	Direct Interactions Observed	
	Checklist _____ / 10	%
Behavior Intervention Guidelines Observation	Appropriate Implementation _____ / _____	%
	Checklist _____ / 3	%
Manager Role	Checklist _____ / 10	%
	Feedback _____ / _____	%
	Initiations _____ / _____	%
	Rotates _____ / 5	%
Quality Supervision Checklist for Family Child Care Programs	Number of YES marks _____	
	Number of NO marks _____	