



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

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	Direct Interactions _____/_____	%
	Indirect Language Distribution _____/7	%
	Direct Interactions _____/_____	%
	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 _____	

SCORE SHEET

Early Childhood Environment Rating Scale – Revised

Thelma Harms, Richard M. Clifford, and Debby Cryer

Date of observation: ___ / ___ / ___

Participating Early Childhood Educators:

Number of children present: _____

4. Room arrangement

1 2 3 4 5 6 7

Notes

Y	N	Y	N	NA	Y	N	Y	N			
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>
			3.3	<input type="checkbox"/>	<input type="checkbox"/>	5.3	<input type="checkbox"/>	<input type="checkbox"/>	7.3	<input type="checkbox"/>	<input type="checkbox"/>
			3.4	<input type="checkbox"/>	<input type="checkbox"/>						

16. Encouraging children to communicate

1 2 3 4 5 6 7

Notes

Y	N	Y	N	Y	N	Y	N				
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>
			3.3	<input type="checkbox"/>	<input type="checkbox"/>						

17. Using language to develop reasoning skills

1 2 3 4 5 6 7

Notes

Y	N	Y	N	Y	N	Y	N				
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>

18. Informal use of language

1 2 3 4 5 6 7

Notes

Y	N	Y	N	Y	N	Y	N				
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<input type="checkbox"/>	<input type="checkbox"/>				5.3	<input type="checkbox"/>	<input type="checkbox"/>			
						5.4	<input type="checkbox"/>	<input type="checkbox"/>			

29. Supervision of gross motor activities

1 2 3 4 5 6 7

Notes

Y	N	Y	N	Y	N	Y	N				
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>
						5.3	<input type="checkbox"/>	<input type="checkbox"/>	7.3	<input type="checkbox"/>	<input type="checkbox"/>

30. General supervision of children

1 2 3 4 5 6 7

Notes

Y	N	Y	N	Y	N	Y	N				
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>
			3.3	<input type="checkbox"/>	<input type="checkbox"/>	5.3	<input type="checkbox"/>	<input type="checkbox"/>			
						5.4	<input type="checkbox"/>	<input type="checkbox"/>			

31. Discipline

1 2 3 4 5 6 7

Notes

Y	N	Y	N	Y	N	Y	N				
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<input type="checkbox"/>	<input type="checkbox"/>	3.3	<input type="checkbox"/>	<input type="checkbox"/>	5.3	<input type="checkbox"/>	<input type="checkbox"/>	7.3	<input type="checkbox"/>	<input type="checkbox"/>

32. Staff-child interaction

1 2 3 4 5 6 7

Notes

Y	N	Y	N	Y	N	Y	N				
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<input type="checkbox"/>	<input type="checkbox"/>				5.3	<input type="checkbox"/>	<input type="checkbox"/>			

33. Interactions among children

1 2 3 4 5 6 7

Notes

Y	N	Y	N	Y	N	Y	N				
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<input type="checkbox"/>	<input type="checkbox"/>	3.3	<input type="checkbox"/>	<input type="checkbox"/>						

35. Free play

1 2 3 4 5 6 7

Notes

Y	N	Y	N	Y	N	Y	N				
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>
			3.3	<input type="checkbox"/>	<input type="checkbox"/>	5.3	<input type="checkbox"/>	<input type="checkbox"/>			

37. Provision for children with disabilities

1 2 3 4 5 6 7

Notes

Y	N	Y	N	Y	N	Y	N				
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<input type="checkbox"/>	<input type="checkbox"/>	3.3	<input type="checkbox"/>	<input type="checkbox"/>	5.3	<input type="checkbox"/>	<input type="checkbox"/>	7.3	<input type="checkbox"/>	<input type="checkbox"/>
1.4	<input type="checkbox"/>	<input type="checkbox"/>	3.4	<input type="checkbox"/>	<input type="checkbox"/>						

NOTES

SCORE SHEET

Family Child Care Environment Rating Scale – Revised

Thelma Harms, Debby Cryer and Richard M. Clifford

Date of observation: ___ / ___ / ___

Participating Early Childhood Educators:

Number of children present: _____

1. Indoor space used for child care

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Notes

Y N	Y N	Y N	Y N
1.3 <input type="checkbox"/> <input type="checkbox"/>	3.4 <input type="checkbox"/> <input type="checkbox"/>	5.4 <input type="checkbox"/> <input type="checkbox"/>	7.4 <input type="checkbox"/> <input type="checkbox"/>
1.4 <input type="checkbox"/> <input type="checkbox"/>	3.5 <input type="checkbox"/> <input type="checkbox"/>	5.5 <input type="checkbox"/> <input type="checkbox"/>	7.5 <input type="checkbox"/> <input type="checkbox"/>
1.3 <input type="checkbox"/> <input type="checkbox"/>	3.6 <input type="checkbox"/> <input type="checkbox"/>	5.6 <input type="checkbox"/> <input type="checkbox"/>	7.6 <input type="checkbox"/> <input type="checkbox"/>
1.4 <input type="checkbox"/> <input type="checkbox"/>	3.4 <input type="checkbox"/> <input type="checkbox"/>		

13. Helping children understand language

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Notes

Y N	Y N	Y N	Y N
1.1 <input type="checkbox"/> <input type="checkbox"/>	3.1 <input type="checkbox"/> <input type="checkbox"/>	5.1 <input type="checkbox"/> <input type="checkbox"/>	7.1 <input type="checkbox"/> <input type="checkbox"/>
1.2 <input type="checkbox"/> <input type="checkbox"/>	3.2 <input type="checkbox"/> <input type="checkbox"/>	5.2 <input type="checkbox"/> <input type="checkbox"/>	7.2 <input type="checkbox"/> <input type="checkbox"/>
1.3 <input type="checkbox"/> <input type="checkbox"/>	3.3 <input type="checkbox"/> <input type="checkbox"/>	5.3 <input type="checkbox"/> <input type="checkbox"/>	7.3 <input type="checkbox"/> <input type="checkbox"/>
1.4 <input type="checkbox"/> <input type="checkbox"/>	3.4 <input type="checkbox"/> <input type="checkbox"/>	5.7 <input type="checkbox"/> <input type="checkbox"/>	

14. Helping children use language

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Notes

Y N	Y N	Y N	Y N
1.1 <input type="checkbox"/> <input type="checkbox"/>	3.1 <input type="checkbox"/> <input type="checkbox"/>	5.1 <input type="checkbox"/> <input type="checkbox"/>	7.1 <input type="checkbox"/> <input type="checkbox"/>
1.2 <input type="checkbox"/> <input type="checkbox"/>	3.2 <input type="checkbox"/> <input type="checkbox"/>	5.2 <input type="checkbox"/> <input type="checkbox"/>	7.2 <input type="checkbox"/> <input type="checkbox"/>
	3.3 <input type="checkbox"/> <input type="checkbox"/>	5.3 <input type="checkbox"/> <input type="checkbox"/>	7.3 <input type="checkbox"/> <input type="checkbox"/>
	3.4 <input type="checkbox"/> <input type="checkbox"/>	5.4 <input type="checkbox"/> <input type="checkbox"/>	7.4 <input type="checkbox"/> <input type="checkbox"/>

27. Supervision of play and learning

1	2	3	4	5	6	7
---	---	---	---	---	---	---

Notes

Y N	Y N	Y N	Y N
1.1 <input type="checkbox"/> <input type="checkbox"/>	3.1 <input type="checkbox"/> <input type="checkbox"/>	5.1 <input type="checkbox"/> <input type="checkbox"/>	7.1 <input type="checkbox"/> <input type="checkbox"/>
1.2 <input type="checkbox"/> <input type="checkbox"/>	3.2 <input type="checkbox"/> <input type="checkbox"/>	5.2 <input type="checkbox"/> <input type="checkbox"/>	7.2 <input type="checkbox"/> <input type="checkbox"/>
	3.3 <input type="checkbox"/> <input type="checkbox"/>	5.3 <input type="checkbox"/> <input type="checkbox"/>	7.3 <input type="checkbox"/> <input type="checkbox"/>
		5.4 <input type="checkbox"/> <input type="checkbox"/>	

28. Provider-child interaction

1 2 3 4 5 6 7

Notes

Y	N	Y	N	Y	N	Y	N				
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<input type="checkbox"/>	<input type="checkbox"/>	3.3	<input type="checkbox"/>	<input type="checkbox"/>	5.3	<input type="checkbox"/>	<input type="checkbox"/>			
			3.4	<input type="checkbox"/>	<input type="checkbox"/>						

29. Discipline

1 2 3 4 5 6 7

Notes

Y	N	Y	N	Y	N	Y	N				
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<input type="checkbox"/>	<input type="checkbox"/>	3.3	<input type="checkbox"/>	<input type="checkbox"/>	5.3	<input type="checkbox"/>	<input type="checkbox"/>	7.3	<input type="checkbox"/>	<input type="checkbox"/>
						5.4	<input type="checkbox"/>	<input type="checkbox"/>			

30. Interactions among children

1 2 3 4 5 6 7

Notes

Y	N	Y	N	Y	N	Y	N				
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<input type="checkbox"/>	<input type="checkbox"/>	3.3	<input type="checkbox"/>	<input type="checkbox"/>						

32. Free play

1 2 3 4 5 6 7

Notes

Y	N	Y	N	Y	N	Y	N				
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>
			3.3	<input type="checkbox"/>	<input type="checkbox"/>	5.3	<input type="checkbox"/>	<input type="checkbox"/>			

34. Provisions for children with disabilities

1 2 3 4 5 6 7

Notes

Y	N	Y	N	Y	N	Y	N				
1.1	<input type="checkbox"/>	<input type="checkbox"/>	3.1	<input type="checkbox"/>	<input type="checkbox"/>	5.1	<input type="checkbox"/>	<input type="checkbox"/>	7.1	<input type="checkbox"/>	<input type="checkbox"/>
1.2	<input type="checkbox"/>	<input type="checkbox"/>	3.2	<input type="checkbox"/>	<input type="checkbox"/>	5.2	<input type="checkbox"/>	<input type="checkbox"/>	7.2	<input type="checkbox"/>	<input type="checkbox"/>
1.3	<input type="checkbox"/>	<input type="checkbox"/>	3.3	<input type="checkbox"/>	<input type="checkbox"/>	5.3	<input type="checkbox"/>	<input type="checkbox"/>	7.3	<input type="checkbox"/>	<input type="checkbox"/>
1.4	<input type="checkbox"/>	<input type="checkbox"/>	3.4	<input type="checkbox"/>	<input type="checkbox"/>						

NOTES

SMALL GROUP OBSERVATION FORM

Early Childhood Educator: _____ Observer _____ Setting: _____ Date: _____ Time: _____

Actively supervises and rotates attention		INDIRECT LANGUAGE STIMULATION							DIRECT INTERACTIONS						
		INFORMATION TALK					INDIRECT RESPONSES		DIRECTIVES			PRAISE/ ENCOURAGEMENT		CORRECTIVE FEEDBACK	
		Parallel Talk	Self Talk	Description	Comments	Open ended questions	Expansion	Repetition	Appropriate	Closed ended questions	Inappropriate	Appropriate	Inappropriate	Appropriate	Inappropriate
Yes	No														
Distribution ___/7=___%							___/___=___% ___/___=___% ___/___=___%								
Total Indirect Stimulation Observed _____							Total Direct Interactions Observed _____								

Summary of Behaviors Observed:

	Yes		Yes
1. Actively supervises and rotates attention (4/5 intervals)	<input type="checkbox"/>	6. Facilitates social interaction between children	<input type="checkbox"/>
2. Insures that all children are actively engaged	<input type="checkbox"/>	7. Appropriate pacing/timing	<input type="checkbox"/>
3. Makes eye contact with children	<input type="checkbox"/>	8. Actively involved/shows interest in children's activity	<input type="checkbox"/>
4. Gives clear, specific reinforcers	<input type="checkbox"/>	9. Adjusts verbal interactions when appropriate	<input type="checkbox"/>
5. Develops a pleasant rapport with group	<input type="checkbox"/>	10. Provides more praise/encouragement than corrective feedback	<input type="checkbox"/>

*Please write feedback on reverse side including **Areas of Strength** and **Recommendation for Improvement***

SMALL GROUP OBSERVATION FORM

Early Childhood Educator: _____ Observer _____ Setting: _____ Date: _____ Time: _____

Actively supervises and rotates attention		INDIRECT LANGUAGE STIMULATION							DIRECT INTERACTIONS						
		INFORMATION TALK					INDIRECT RESPONSES		DIRECTIVES			PRAISE/ENCOURAGEMENT		CORRECTIVE FEEDBACK	
		Parallel Talk	Self Talk	Description	Comments	Open ended questions	Expansion	Repetition	Appropriate	Closed ended questions	Inappropriate	Appropriate	Inappropriate	Appropriate	Inappropriate
Yes	No														
Distribution ___/7=___%							___/___=___% ___/___=___% ___/___=___%								
Total Indirect Stimulation Observed _____							Total Direct Interactions Observed _____								

Summary of Behaviors Observed:

	Yes		Yes
1. Actively supervises and rotates attention (4/5 intervals)	<input type="checkbox"/>	6. Facilitates social interaction between children	<input type="checkbox"/>
2. Insures that all children are actively engaged	<input type="checkbox"/>	7. Appropriate pacing/timing	<input type="checkbox"/>
3. Makes eye contact with children	<input type="checkbox"/>	8. Actively involved/shows interest in children's activity	<input type="checkbox"/>
4. Gives clear, specific reinforcers	<input type="checkbox"/>	9. Adjusts verbal interactions when appropriate	<input type="checkbox"/>
5. Develops a pleasant rapport with group	<input type="checkbox"/>	10. Provides more praise/encouragement than corrective feedback	<input type="checkbox"/>

*Please write feedback on reverse side including **Areas of Strength** and **Recommendation for Improvement***

Behavior Intervention Guidelines Observation Form

Site/Program: _____ Classroom: _____

Child (Name or Description)	Aggression		Self-Indulgent		Non-Compliant		Reinforcement for Appropriate Behavior
	+	O	+	O	+	O	

Key: + = behavior responded to appropriately O = behavior not responded to appropriately

Aggression	Self-Indulgent	Non-Compliant
<u>Response When Behavior Occurs:</u> <u>Response When Behavior Does NOT Occur:</u>	<u>Response When Behavior Occurs:</u> <u>Response When Behavior Does NOT Occur:</u>	<u>Response When Behavior Occurs:</u> <u>Response When Behavior Does NOT Occur:</u>

Behavior Intervention Guidelines Checklist

1. Responses for the three categories of behavior are non-aversive (i.e., they don't inflict physical or psychological pain or humiliation).	YES or NO
2. BIG responses are appropriate for the categories (for example, time out is not used as the default response for all behaviors).	YES or NO
3. BIG responses consider acknowledging the child's feelings, and uses a self-regulation and problem solving process.	YES or NO

Manager Role Observation Form

Trainee: _____ Observer: _____ Date: _____ Time: _____

	Initiations						Feedback				Actively Supervises and Rotates Attention		
	Interactions		Directives		Modeling		Reinforcement		Correction				
	Appropriate	In-appropriate	Appropriate	Inappropriate		Appropriate	In-appropriate	Appropriate	In-appropriate	Appropriate	In-appropriate	Min	Y
Priority				Weak									
Staff													
Vol. Staff													
Child													

Yes	No	Manager Checklist	Score
		1. Enthusiastically engages with children	Checklist: ___/10 = ___ (80%) Initiations: ___/___ = ___ (80%) Feedback: ___/___ = ___ (80%) Rotates: ___/5 = ___ (80%)
		2. Readily available & responsive to staff, child, and parent needs.	
		3. Sets a pleasant tone for the classroom.	Positive Feedback:
		4. Responds to all children and staff with equal respect and consideration.	
		5. Facilitates the inclusion of less social children.	
		6. Supports transitions.	
		7. Motivates cooperation.	
		8. Encourages independence.	Recommendations:
		9. Ensures any individual programs or plans are completed.	
		10. Keeps volunteers on task and on schedule.	

Quality Supervision Checklist For Family Child Care Programs

Observe and rate supervision strategies by putting an X in the appropriate column.
Mark "Yes" if you observe the strategy and "No" if you do not.

Strategy	Yes	No	Comments
1. Adult is positioned near children.			
2. The environment is kept reasonably clean.			
3. Adult guides appropriate use of materials if needed.			
4. Adult is available to assist children to follow clear, simple rules.			
5. Adult acts to prevent dangerous situations before they occur.			
6. Adult is focused primarily on children, not on household tasks or own interests.			
7. Adult sets up toys and activities for children to be as independent as possible.			
8. Adult is available and responsive to children and parent needs.			
9. Adult sets a pleasant and positive tone for the environment.			
10. Adult supports children's social skill learning by facilitating the inclusion of children who are less social, helping them problem solve, and talking with them about their emotions.			
11. Adult helps children solve conflicts when necessary.			
12. Adult supports children with transitions.			
13. Adult assists children to select play materials and be involved in activities.			
14. Adult identifies and prevents potential problem situations in the environment.			
15. Adult arranges environment and provides additional materials to enhance learning.			
16. Adult points out positive social skills that children are using.			
17. Adult is available to discuss and expand on children's ideas.			
Total			

Follow-up Feedback Form

Date: _____ Program: _____ Classroom: _____

Coach: _____ Participating Early Childhood Educators: _____

Follow-up 1 Follow-up 2

General classroom strengths:

Specific areas of strength:

Early Childhood Rating Scale	Small Group Observation	Behavior Intervention Guidelines Observation	Manager Role	Quality Supervision Checklist
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•

Recommendations for Improvement:

- 1.

- 2.

- 3.