

# DECA Reflective Checklist for Supportive Interactions

Teacher(s): \_\_\_\_\_ Date: \_\_\_\_\_

	Always←-----→Never					CSG PAGE	Protective Factors
	5	4	3	2	1		
1. Help children learn the skills and behaviors used to play and learn with others						92	A SC I
2. Maintain realistic expectations for children's behavior that match individual and developmental characteristics						92	SC
3. Involve children in setting a few important rules and guidelines						93	SC
4. Give each child the opportunity to build a trusting relationship with a caring adult						93	A SC I
5. Support children's growing independence and competence						94	SC I
6. Help children understand their feelings and those of others						94	SC
7. Tailor positive guidance strategies to fit the child and the situation						95	SC

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# DECA Reflective Checklist for Partnerships with Families

Teacher(s): \_\_\_\_\_ Date: \_\_\_\_\_

	Always←-----→Never					CSG PAGE	Protective Factors
	5	4	3	2	1		
1. Learn about each child's family, culture and community						101	A SC I
2. Use children's home languages at the program						101	A I
3. Establish an ongoing system for exchanging information about each child with his or her family						102	A SC I
4. Give families information about typical developmental skills and behaviors of young children						102	A SC I
5. Use a variety of communication strategies to keep families informed about the program						103	A SC I
6. Incorporate families involvement in the program design						103	A SC I
7. Reduce and/or avoid adding to a family's stress						104	A SC
8. Support each child's relationship and connection with all nurturing family members, as legally appropriate						104	A SC I

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# DECA Reflective Checklist for Activities and Experiences

Teacher(s): \_\_\_\_\_ Date: \_\_\_\_\_

	Always←-----→Never					CSG PAGE	Protective Factors
	5	4	3	2	1		
1. Divide the class in half for meetings, story time, and other group events						79	A SC I
2. Plan and lead a few small group activities during choice time						79	SC I
3. Make small group activities open-ended to reflect a range of skills and interests						80	SC I
4. Read and discuss books about feelings with the groups and with individuals						80	SC I
5. Encourage children to initiate their own activities, alone or with others						81	A SC I
6. Teach children relaxation techniques						81	SC
7. Offer activities and experiences that encourage cooperation						82	A I
8. Offer physical activities that use large muscles and expend energy						83	A SC I
9. Provide many opportunities for child to build language skills						84	A SC I
10. Teach children problem solving skills and encourage them to use their skills to resolve conflict						84	SC I

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# DECA Reflective Checklist for the Daily Program

Teacher(s): \_\_\_\_\_ Date: \_\_\_\_\_

	Always ←-----→ Never					CSG PAGE	Protective Factors
	5	4	3	2	1		
1. Maintain a predictable and consistent schedule						69	A / SC/ I
2. Adjust the schedule when appropriate to respond to children and circumstances						69	A SC I
3. Provide time to expend energy and time to relax						70	SC
4. Offer indoor and outdoor choice times several times each day						70	SC I
5. Include enough time for routines and transitions						70	SC
6. Involve children in carrying out routines and transitions						71	SC I
7. Plan a consistent approach for carrying out group routines						71	A SC I
8. Follow an individualized approach for carrying out personal routines						72	A SC I
9. Provide advance notice of transitions and explain what happens next						72	A SC
10 Use an individualized approach during transitions						73	SC
11. Help children and families cope with the separation out arrival and reunions at the end of the day						73	A SC

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# DECA Reflective Checklist for the Environment

Teacher(s): \_\_\_\_\_ Date: \_\_\_\_\_

	Always ←-----→ Never					CSG PAGE	Protective Factors
	5	4	3	2	1		
1. Set up well stocked interest areas that reflect children's current skills and interests						53	SC I
2. Establish clear traffic paths and boundaries around interest areas						53	SC I
3. Display toys and materials on low, open shelves within children's reach						54	A SC I
4. Create a simple system to limit the number of children who can use an area at one time						54	A SC I
5. Provide a few be-by-myself spaces that are private, but still visible to teachers						55	A SC I
6. Provide storage areas (a shelf or cupboard) to keep and protect unfinished projects						55	SC I
7. Provide space to store and display individual work and belongings						56	A SC
8. Include in the classroom arrangement a large area for meetings, reading aloud sessions, and music and movement activities						56	A SC I
9. Maintain a soothing and relaxing atmosphere with appropriate noise and activity levels						57	A SC
10. Create a home-like atmosphere that reflects children's families, cultures and home languages						57	A SC I
11. Include a range of open-ended materials, from simple to complex, that offer different levels of challenge						58	SC I
12. Include items that support children's development of a sense of self						58	A SC I
13. Provide materials that promote cooperation and group play						59	A SC I
14. Offer materials that encourage children to explore and express their feelings						59	A SC I
15. Provide materials that accommodate a range of dramatic play skills						60	A SC I
16. Provide materials, equipment and space for indoor gross motor play						60	SC
17. Offer duplicates of favorite items						61	SC
18. Include supplies and equipment for personal care and clean-up						61	SC I

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## DECA Action Plan

Goal for <hr/> <hr/> :	
Strategy:	
How will you do it?	
What do you need?	
Who will be responsible?	
When will it be done?	
How Did it Go?	

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