Child Social-Emotional Competence Checklist (checklist 3 of 4)

Adapted & retrieved from ECTA (Early Childhood Technical Assistance Center)

This checklist includes practices that can be used to encourage, support, and promote child social emotional competence during everyday activities and play. The checklist includes a number of practices that can be used both to engage a child in social play and to respond contingently (promptly and positively) to a child’s social-emotional behavior and responses. The adult behavior can be used as part of any everyday activities and child-adult social play.

The checklist indicators can be used by a practitioner to develop a plan to use the practices with a child or to promote a parent’s use of the practices. The checklist rating scale can be used to do a self-evaluation to determine if the different practice characteristics were used by a practitioner with a child or as part of promoting a parent’s use of the practices.

Practitioner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Child: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_

|  Please indicate which of the following environmental arrangements and physical activities you were able to use to promote child exercise and movement: | Seldom or never(O - 25%) | Some of the time(25 - 50%) | As often as I can(50 - 75%) | Most of the time(75 - 100%) | Notes |
| --- | --- | --- | --- | --- | --- |
| 1. Observe the child’s participation in social play and everyday activities involving adult-child social exchanges
 |  |  |  |  |  |
| 1. Identify the child’s emotional expressions, social gestures, and other social-emotional behavior that are indicators of child interest
 |  |  |  |  |  |
| 3. Engage the child in everyday activities and social play that promote and encourage child social-emotional behavior |  |  |  |  |  |
| 4. Respond promptly and positively (contingently) to the child’s social-emotional behavior and expressions during everyday activities by demonstrating positive affect while interacting with the child |  |  |  |  |  |
| 5. Engage the child in different types of social play (joint attention, your turn-my turn interactions, social games, etc.) to provide the child a number of different opportunities to display social-emotional competence |  |  |  |  |  |
| 6. Encourage the child to use different social behavior to initiate and sustain social interactions during adult-child play |  |  |  |  |  |

This checklist is based upon the following *DEC Recommended Practices*: Teaming and Collaboration 1, 2, 3, 4, 5 The DEC Recommended Practices are available at http://dec-sped.org/recommendedpractices Access this checklist and other products at http://ectacenter.org/decrp Copyright © 2018 Early Childhood Technical Assistance Center

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