

Devereux Reflective Checklist for Teaching Practices

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The *Devereux Reflective Checklist for Teaching Practices* (also simply called the Reflective Checklist) is designed to help teachers reflect upon and intentionally use practices that promote children's social and emotional health by nurturing the within-child protective factors measured by the DECA-P2: Initiative (IN), Self-Regulation (SR), and Attachment/Relationships (A/R). Each item on the Reflective Checklist has been identified by research as a best practice for promoting young children's social and emotional health.

The Reflective Checklist has 38 items and covers teaching practices across five categories to include:

- **Daily Routines**—Routines are the planned daily events in early care and education programs, such as meals, rest time, and clean-up time. Transitions are the times between these routines and other daily activities. When transitions and routines are well planned, consistent, engaging, and individualized, children gain the sense of safety and trust they need to explore the world.
- **Environment**—The environment includes the early care and education setting, both outside spaces and indoor places. It is where children eat, rest, play, build relationships, and learn. The environment includes the children and adults, as well toys, learning materials, equipment, displays, and safe and fun places to play. When the environment is welcoming, reflective of families and cultures, and addresses the interests and skill-levels of all children, they feel valued and supported.
- **Caring Connections**—Caring connections are the back and forth bonds created between adults and children and between peers as they talk, learn, and play together in healthy, loving ways. Caring relationships are fostered through nurturing practices, and are the basis for building a safe, strong, and caring community in which everyone is accepted, secure, and ready to learn and have fun.
- **Activities and Experiences**—Activities are the intentional, planned events designed to engage children and support learning. Unplanned learning experiences—often child-initiated—can also build on children's interests, introduce new ideas, and expand children's understanding.
- **Partnerships Between Teachers and Families**—Home and school partnerships are the connections between important adults in a child's early care and education setting and the home(s) in which the child lives. When early care and education providers and families work together to share information, plan together, and support the child's abilities, needs, interests, and progress, children are more likely to succeed in school and in life.

How to Use the *Devereux Reflective Checklist for Teaching Practices*

The primary rater of the Devereux Reflective Checklist for Teaching Practices is the teacher. The teacher can use the results to recognize strengths in teaching practices and areas that might need extra support. Devereux Center for Resilient Children recommends that teachers reflect upon and plan for supporting social and emotional teaching practices using the Reflective Checklist a minimum of two times per year.

Step 1: To get started, teachers can take time to review each item on the Reflective Checklist and rate themselves by thinking about their teaching practices. Items are rated as Almost Always, Sometimes, or Not Yet. Additionally, examples of things that are done for each of the items with a rating of Almost Always or Sometimes can be recorded in the “My Examples/Comments” column.

Step 2: Take time to reflect on all the Almost Always that you have. Celebrate your successes!

Step 3: Next, look for any items that are not happening yet and choose one or two that could be strengthened and write them on a form of your choice. An optional form for planning called the Group Action Plan is included in Appendix B.

Step 4: Lastly, teachers can use Chapters 4–8 in this guide to assist in finding strategies to enhance teaching practices related to the Devereux Reflective Checklist for Teaching Practices items. Each chapter is dedicated to one of the categories, for example, Chapter 4 has strategies related to Daily Routines.

Once a teacher decides on a category and items for which to plan, she/he can go to the dedicated strategy chapter and find several tips for enhancing teaching practices.

Note: Modified formats of the Devereux Reflective Checklist for Teaching Practices are available at www.CenterForResilientChildren.org.

Devereux Reflective Checklist for Teaching Practices: DAILY ROUTINE

In My Classroom I...	Almost Always	Sometimes	Not Yet	My Examples/Comments
D1: Plan and maintain a predictable daily schedule (for example, provide a posted picture schedule and review it regularly with children).				
D2: Adjust the schedule as needed to respond to children and circumstances (for example, allow more time to explore something in nature that the children discovered on a walk).				
D3: Plan for smooth transitions (for example, model and practice how a transition will run).				
D4: Use daily routines as times to interact with children and support learning (for example, sit together, talk together, and ask open-ended questions).				
D5: Encourage children to take on a role during daily routines (for example, provide opportunities to do jobs that build a sense of community).				
D6: Individualize during daily routines and transitions (for example, using a gentle touch to remind a child it's almost time to clean up).				
D7: Invite children to be actively involved in planning and reflecting throughout the day (for example, help children make decisions about what they will play with, and talk together about what they learned).				
D8: Support children as they transition between home and the program (for example, invite comfort items, or sing a special song).				

* The Devereux Reflective Checklist for Teaching Practices is part of the Devereux Early Childhood Assessment (DECA) Preschool Program. Strategy suggestions for each item on the Reflective Checklist can be found in *Promoting Resilience in Preschoolers: A Strategy Guide for Early Childhood Professionals*. For more information about the DECA Preschool Program, please visit www.CenterForResilientChildren.org.

Devereux Reflective Checklist for Teaching Practices: ENVIRONMENT

In My Classroom I...	Almost Always	Sometimes	Not Yet	My Examples/Comments
E1: Create a homelike environment that reflects all children and their families (for example, through music, books, artwork, and toys).				
E2: Provide materials and toys that correspond to children's varying skills and interests, and offer appropriate challenges.				
E3: Provide materials and toys that support group play and development of social skills (for example, balls, wagons, a large cardboard box, dramatic play props and dress-up clothes).				
E4: Offer materials that encourage children to explore and express their feelings (for example, art materials, music, movement props, books that introduce and promote conversations about feelings, puppets).				
E5: Provide be-by-myself spaces that are private but still visible to teachers.				
E6: Display toys and materials within reach so children can see what is available and choose what they want to use independently.				
E7: Establish clear, accessible, and well-stocked areas for different kinds of play and learning experiences (for example, learning centers, small and large group activities, eating, napping).				
E8: Include space and materials for large muscle play, both indoors and out.				
E9: Post important classroom information for children, families, and visitors (for example, current daily schedule, upcoming events, volunteer list).				

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Devereux Reflective Checklist for Teaching Practices: CARING CONNECTIONS

In My Classroom I...	Almost Always	Sometimes	Not Yet	My Examples/Comments
C1: Give each child the opportunity to build a trusting relationship with a caring adult.				
C2: Display respect, warmth, and interest in all children (for example, call each child by name, use effective encouragement).				
C3: Support children's growing independence by recognizing each child's strengths, efforts, and accomplishments.				
C4: Maintain realistic expectations for each child's behavior based on his development.				
C5: Help children learn the skills necessary to play and learn with others (for example, how to make a friend, share a toy, resolve a conflict).				
C6: Tailor positive guidance techniques to fit the child and the situation.				
C7: Involve children in setting a few important rules and guidelines.				

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Devereux Reflective Checklist for Teaching Practices: ACTIVITIES AND EXPERIENCES

In My Classroom I...	Almost Always	Sometimes	Not Yet	My Examples/Comments
A1: Plan and facilitate a few small group learning opportunities each day based on children's skills and interests.				
A2: Provide opportunities for children to plan, take part in, and review their own play experiences, alone or with others.				
A3: Provide opportunities that promote cooperation and problem-solving (for example, simple games, partner pairing).				
A4: Encourage physical activity.				
A5: Offer a range of activities that support creative and dramatic play skills.				
A6: Include activities that help children learn about social skills and emotions (for example, play emotion games, use feelings posters on the wall, support the use of conflict resolution steps).				
A7: Provide many opportunities for children to build language and literacy skills (for example, talk, read, and sing with children every day).				

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Devereux Reflective Checklist for Teaching Practices: PARTNERSHIPS BETWEEN TEACHERS AND FAMILIES

In My Classroom I...	Almost Always	Sometimes	Not Yet	My Examples/Comments
P1: Gather and incorporate information from families (for example, strengths, interests, culture, home language, beliefs and practices) to plan for children.				
P2: Use a variety of communication strategies to keep families informed about the program.				
P3: Offer a variety of ways that families can be involved in their children's learning.				
P4: Establish an ongoing system for exchanging information with families about their children.				
P5: Provide families with information about typical child development and behavior.				
P6: Reduce or avoid adding to a family's stress.				
P7: Create opportunities for families to meet and form relationships with one another.				

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