



SCHOOL READINESS PROGRAM ASSESSMENT TODDLER

Center	Staff	Reviewed By	Date

STAFF/CHILD INTERACTION

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1. Staff/child interaction encourages the LANGUAGE DEVELOPMENT of toddlers throughout the day's activities and take place in a warm, nurturing and a positive environment.

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|---|---|---|---|
| 0 | 3 | 6 | a. Staff speaks with toddlers in a friendly, positive and courteous manner at their eye level, responding to their comments and suggestions. Responses are soothing and tender. Talk about things toddlers see. Loud harsh voices are not used. |
| 0 | 3 | 6 | b. Staff share genuine conversation with toddlers, encouraging them to express themselves verbally. |
| 0 | 3 | 6 | c. Staff encourages language development by reading age-appropriate books to toddlers individually or in a small group (circle time, transitions, etc.). Evidence can be done by observation. Toddlers are read to for at least 30 minutes throughout the day. |
| 0 | 3 | 6 | d. Staff provides musical experiences daily. Assessor observes staff engaging in musical opportunities as they interact with children such as singing with children, staff dancing with children and/or staff using musical instruments with children. |
| 0 | 3 | 6 | e. Staff uses each toddler's name frequently when talking. |
| 0 | 3 | 6 | f. Names of objects are frequently used when playing with toddlers, speaking in sentences using actual names of objects, such as "foot" and "ball" instead of "this" and "that". When diapering, staff engages in meaningful conversation with child. |

COMMENTS:

2. Staff encourages the COGNITIVE AND PHYSICAL DEVELOPMENT of toddlers throughout the day's activities in a nurturing and positive environment.

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|---|---|---|--|
| 0 | 3 | 6 | a. Toddlers are encouraged by staff to solve problems, initiate activities, explore, experiment and learn by doing. There is adequate play time with staff sitting on the floor with children, speaking to them in a conversational way. |
| 0 | 3 | 6 | b. While toddlers are awake, staff talks with, holds, smiles at and plays with them. |

- 0 3 6 c. Staff interacts with toddlers individually or in small groups throughout the day modeling different types of play. For example, adults and children play “tea party” where the adult pretends to drink from a cup and exclaims how good it tastes and then the toddler might model the adult; adults and toddlers build with blocks talking about what they are doing; adults and toddlers work puzzles together as the adult models for and talks with the toddler.
- 0 3 6 d. Toddler’s play interests are respected. Staff responds to toddler’s cues for direction of activity.
- 0 3 6 e. Staff support toddlers’ attempts at becoming increasingly independent. Staff encourage toddlers to self-feed, dress and undress themselves and to use equipment by themselves.

COMMENTS:

3. Staff encourages the SOCIAL AND EMOTIONAL DEVELOPMENT of toddlers throughout the day’s activities in a nurturing environment.

- 0 3 6 a. Staff is available and responds quickly to the individual needs of the toddler.
- 0 3 6 b. The sound of the play environment is primarily marked by pleasant conversation, spontaneous laughter and exclamations of excitement rather than harsh, stressful noise or enforced quiet.
- 0 3 6 c. Staff encourages positive behaviors in toddlers such as helping each other and talking to solve problems. Staff to staff interactions also model appropriate social behavior.

COMMENTS:

4. Staff uses positive techniques in GUIDING THE TODDLERS’ BEHAVIOR throughout the day. *Points are given if there is no evidence of the contrary.*

- 0 3 6 a. Redirection – An example of redirection is guiding children to new activities when they are fighting over a toy or directing them to another play activity when they are engaged in socially unacceptable behavior, such as biting.
- 0 3 6 b. Positive encouragement, rather than criticism, of toddlers’ appropriate behavior. Techniques can be verbal and/or non-verbal such as facial expressions, nodding and positive language.
- 0 3 6 c. Planning ahead to help prevent potential problems. Staff evaluates the environment and daily schedule. Staff positions themselves strategically for optimum supervision.

COMMENTS:

DEVELOPMENTAL PROGRAM

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5. The developmental program encourages play, exploration and learning.

- 0 3 6 a. A flexible daily program is planned, posted and readily available to provide a balance of activities in the following dimensions:
1. Indoor 3. Quiet 5. Individual 7. Large Motor
2. Outdoor 4. Active 6. Small Groups 8. Fine Motor
An alternative plan offering large motor activities indoors is posted in the classroom for inclement weather days.
- 0 3 6 b. There is evidence that the daily program is being followed. However, staff are flexible enough to change the planned program activities as well as the room arrangement according to the needs of the children. Staff follow the children's lead, taking advantage of those "teachable moments".
- 0 3 6 c. Activities are available for individual or small groups while other toddlers continue to play. Staff provide for individual and small sub-group participation in active learning/play opportunities which could include reading books, movement activities, creative expression, reading to toddlers individually or in small groups, singing, doing finger plays, telling stories, etc. Children are encouraged but not forced to join in.
- 0 3 6 d. Transitions between activities are conducted smoothly.

COMMENTS:

6. LESSON PLANS reflect developmentally appropriate activities which are based on the children's interests and abilities.

- 0 3 6 a. The weekly lesson plan is current, visible, being followed and accessible for use. Plans for the last six weeks are different, available and dated in ink. Plans can be modified to provide for spontaneity. Staff follow the children's lead taking advantage of "teachable moments".
- 0 3 6 b. The lesson plan is an expression of the child's activities throughout the day and is not the same as the schedule. Evidence of planned activities is observed.
- 0 3 6 c. The written lesson plan reflects developmentally appropriate activities and includes but is not limited to:
-gross and fine motor
-creative expression
-language activities
-list books to be read
-sensory experiences
-classical music (30 minute block, list music to be played)
Some activities may extend more than one day.

COMMENTS:

7. The CURRICULUM encourages children to be actively involved as they experience developmentally appropriate activities.

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|---|---|---|----|---|
| 0 | 3 | 6 | a. | There is evidence that the provider is utilizing a Coalition-approved curriculum. |
| 0 | 3 | 6 | b. | Toddlers have the opportunity to learn through their own experiences, trial and error, repetition, imitation and identification. Experiences are introduced through play. |
| 0 | 3 | 6 | c. | Staff prepare the environment for children to learn through active exploration of developmentally appropriate materials and hands-on activities and materials which provide for creativity and exploration. |
| 0 | 3 | 6 | d. | There is evidence of daily use of creative materials by observation of equipment, lesson plans and/or children's art work. |
| 0 | 3 | 6 | e. | There is no TV set in use in the classroom. |

COMMENTS:

PHYSICAL ENVIRONMENT

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8. The CLASSROOM ENVIRONMENT promotes the interaction of children with materials, other children and adults.

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|---|---|---|----|--|
| 0 | 3 | 6 | a. | Toys and manipulatives are readily accessible to children and organized to promote independent use. They are stored on low shelves so that toddlers can clearly see choices. Additional toys for rotation may be stored elsewhere. |
| 0 | 3 | 6 | b. | The indoor area contains a full-length unbreakable mirror located at the toddler's eye level which is accessible at all times. It should reflect a realistic image of the toddler's entire body. |
| 0 | 3 | 6 | c. | Age appropriate artwork is displayed a child's level in the classroom. |
| 0 | 3 | 6 | d. | The environment contains a soft play area which could include, but is not limited to throw rugs, blankets, quilts, mats, firm pillows, etc. |
| 0 | 3 | 6 | e. | The environment includes culturally diverse materials providing items such as dolls which reflect different ethnic backgrounds and doll clothes, pretend food, dress-up clothing, posters and pictures, books, tapes and/or records, puppets, flannel board accessories, cooking experiences, creative materials, etc. |
| 0 | 3 | 6 | f. | There is evidence of gender, ethnic or disability acceptance. Dress-up clothes include male and female clothing and accessories. Picture books include people with disabilities and show non-traditional roles. |
| 0 | 3 | 6 | g. | The diaper area is equipped with a stimulating item which includes but is not limited to a mirror, a mobile, a picture, etc. |
| 0 | 3 | 6 | h. | Toddlers are given the freedom to move around in the indoor play area and are not restricted to cribs, playpens, infant seats or high chairs. Walkers are not appropriate. |
| 0 | 3 | 6 | i. | A process is in place (soft music, low conversational tones) for providing a quiet soothing atmosphere during nap time. |
| 0 | 3 | 6 | j. | The napping area has less than normal lighting. Dimmed lighting during nap must be bright enough for all children to be visible. |
| 0 | 3 | 6 | k. | When napping, an appropriate covering (such as blanket, towel, sheet, etc.) is available for each child. Mats and/or cots are covered with appropriate covering. |
| 0 | 3 | 6 | l. | Coverings must be stored in a sanitary manner. |

COMMENTS:

The INDOOR LEARNING ENVIRONMENT provides developmentally appropriate materials and equipment which is accessible to the toddlers.

9. GROSS MOTOR

At least one (1) item per ratio group of children (i.e. 1:6, 2:12) is provided and accessible for each of the categories listed below. Each item may only count for one category. An apparatus with multiple categories that is large enough for more than one toddler to use at a time may be counted for more than one category.

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|---|---|---|----|---|
| 0 | 3 | 6 | a. | Climbing – stairs, small gym, etc. |
| 0 | 3 | 6 | b. | Pushing – doll carriage, shopping cart, mowers, poppers, etc. |
| 0 | 3 | 6 | c. | Pulling – pull toys, wagon, etc. |
| 0 | 3 | 6 | d. | Crawling through/under – boxes, tunnel, table, etc. |
| 0 | 3 | 6 | e. | Stacking – boxes, blocks, etc. |
| 0 | 3 | 6 | f. | Throwing – soft balls, balled newspaper, bean bags, etc. |
| 0 | 3 | 6 | g. | Riding – riding toys, kiddie cars, pony on wheels, etc. |
| 0 | 3 | 6 | h. | Rocking – rocking horse, rocking chair, rocking boat, etc. |

COMMENTS:

10. FINE MOTOR

At least three (3) items are provided for each of these categories and is accessible for use. Each item may only count for one category.

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|---|---|---|----|---|
| 0 | 3 | 6 | a. | Grasping – squeeze toys, small stuffed animals, bean bags, rattles, small blocks, etc. |
| 0 | 3 | 6 | b. | Pounding – pounding bench with hammer, dishes with spoons, xylophone, pots and pans with spoons, etc. |
| 0 | 3 | 6 | c. | Turning – Telephone dial, toys with turning knobs, toy radio, and containers with screw lids, etc. |
| 0 | 3 | 6 | d. | Fitting Together – puzzle, pop beads, etc. |
| 0 | 3 | 6 | e. | Filling and dumping – sand and water, containers with objects, bucket of balls/beanbags, etc. |
| 0 | 3 | 6 | f. | Pouring – sand, water, etc. (Beans, rice and other small items may not always be appropriate.) |
| 0 | 3 | 6 | g. | Cause and effect – busy box, jack-in-the box, etc. |
| 0 | 3 | 6 | h. | Eye-Hand Coordination – shape sorter, stacking rings, pegs and peg board, etc. |
| 0 | 3 | 6 | i. | Stacking – stacking toys, nesting toys, rings, boxes, etc. |
| 0 | 3 | 6 | j. | Matching – colors, shapes, size, (any set of objects that can be matched by characteristics), etc. |

COMMENTS:

11. LANGUAGE DEVELOPMENT

At least three (3) different items are provided for each of the categories and are accessible for use. Each item may only count for one category.

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|---|---|---|----|--|
| 0 | 3 | 6 | a. | The classroom has a minimum of two (2) age-appropriate books per child and are accessible to children. An additional six (6) books are available to staff in the room. There is a minimum of two (2) types of books, which could include but are not limited to cloth books, hard cardboard books, plastic books, teacher-made books, etc. |
| 0 | 3 | 6 | b. | Looking – mobiles, small hand mirrors with safety glass, pictures, action toys, bright colorful wall hangings within eye contact of the toddlers, magazines, flannel boards, pets, photographs, etc. |
| 0 | 3 | 6 | c. | Talking – dolls, telephones, puppets, photographs, wall pictures, flannel boards with accessories, etc. |
| 0 | 3 | 6 | d. | Listening – records/tapes/CDs with record/tape/CD player, music boxes, rattles, squeak toys, etc.
<i>One of the three listening items is a variety of at least six (6) appropriate records, and /or Tapes/CDs and a record/tape/CD player which is in good working order and is part of the classroom equipment. In open-classroom settings, where two adjacent classrooms are separated by half of a wall, the two classrooms may share a record/tape/CD player.</i> |

COMMENTS:

12. IMAGINATIVE PLAY

At least six (6) dolls are accessible in the classroom. If a classroom has less than six (6) toddlers, there will need to be one (1) doll accessible for each child. At least three (3) different items are accessible for each of the other categories. Each item may count for only one category.

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|---|---|---|----|---|
| 0 | 3 | 6 | a. | Nurturing – soft bodied or washable rubber/vinyl multi-cultural baby dolls as well as simple removable doll clothes and simple accessories for caretaking, feeding, diapering, sleeping, etc. |
| 0 | 3 | 6 | b. | Cooking – items could include, but are not limited to a stove, a sink, a refrigerator with appropriate accessories, etc. |
| 0 | 3 | 6 | c. | Family Living – items could include, but are not limited to doll furniture, table and chairs, cleaning equipment, ironing board, telephone, etc. |
| 0 | 3 | 6 | d. | Dress-up-clothes – items could include, but is not limited to hats, purses, shoes, accessories, etc. for men and women. (neckties, necklaces, high heels are not appropriate for this age.) |
| 0 | 3 | 6 | e. | Creating scenes – people/animal figures, with simple supporting materials (vehicles, barn), etc. to make familiar scenes. |

COMMENTS:

13. CREATIVE EXPRESSION

At least two (2) items/experiences are available for each category. Each item may count for one category. Items for creative expression are available to staff in the classroom.

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| 0 | 3 | 6 | a. | Scribbling – LARGE chalk, LARGE crayons, LARGE markers, etc. |
| 0 | 3 | 6 | b. | Smearing – non-toxic shaving cream, paint, paste, etc. |
| 0 | 3 | 6 | c. | Stroking – large bristle brushes, foam brushes, chalk, etc. |
| 0 | 3 | 6 | d. | Molding/Squishing – play dough, non-toxic shaving cream, sponges, goop, wet sand, etc. |
| 0 | 3 | 6 | e. | Paper – an assortment, with a minimum of at least three (3) types of appropriately sized, at least 11"x17" paper, which could include but is not limited to construction paper, drawing paper, easel paper, newspaper, wall paper, paper bags, etc. is available to staff in the classroom for creative activities. Reminder, the smaller the child, the BIGGER the paper! |

COMMENTS:

14. The OUTDOOR ENVIRONMENT provides enough usable space and developmentally appropriate equipment and materials for the children using it.

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|---|---|---|----|--|
| 0 | 3 | 6 | a. | The outdoor play time for toddlers is separated from the older children by schedule or fence. |
| 0 | 3 | 6 | b. | There is a minimum of two (2) outdoor surfaces, which could include soil, grass, and a hard surface, etc. |
| 0 | 3 | 6 | c. | There is a minimum of two (2) developmentally appropriate play experiences per child. |
| 0 | 3 | 6 | d. | Climbing – there is at least one experience which is appropriately sized and observed by the assessor. |
| 0 | 3 | 6 | e. | Swing or low slide – at least one experience which is appropriately sized and observed by the assessor. |
| 0 | 3 | 6 | f. | Creative expression – at least two (2) experiences such as fence or easel painting, large sidewalk chalk, water painting, sand or water play, staff and children blowing bubbles, music and/or dancing with accessories, gardening, etc. |
| 0 | 3 | 6 | g. | At least six (6) outdoor play toys or accessories from at least three (3) of the different categories: <ol style="list-style-type: none">1. Pushing/pulling – wagons, carts, strollers, push/pull toys, etc.2. Crawling through/under – boxes, tunnels, etc.3. Stacking – large cardboard blocks, boxes, etc.4. Throwing – bouncing, rolling balls, beanbags, etc.5. Riding – tricycles, wagons, riding toys, etc. |

COMMENTS:

HEALTH

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15. The physical environment promotes good health for each child.

- 0 3 6 a. Mouthed toys are picked up immediately and put aside in a marked container for sanitizing throughout the day.
- 0 3 6 b. Each toddler's bottles, cups, and/or pacifier is labeled with toddler's name whether provided by the parent or the center.
- 0 3 6 c. The environment is free from noxious odors. The diaper pail is tightly covered and emptied frequently. Soiled items are placed in a plastic bag and closed securely.
- 0 3 6 d. Toddlers who drink from bottles do so sitting in a chair at a table/high chair in order to lessen the chance for ear infections, tooth decay, choking and thrush (bottle mouth).
- 0 3 6 e. Staff attend to toddlers' needs (diaper changing, soiled clothing, cleaning faces and hands) promptly.
- 0 3 6 f. If a toddler is ready to begin self-toileting skills, the staff assists the child using only positive techniques.
- 0 3 6 g. Staff and toddlers wash their hands with soap and running water immediately before meals and after toileting. Staff wash their hands after nose wiping. Paper towels or air dryers are used to dry hands.
- 0 3 6 h. The diaper changing area is used only for changing diapers. Food, bottles and other items are not placed in this area.
- 0 3 6 i. Gloves are worn while diaper changing. (New gloves are used for each diaper change and are disposed of properly.)
- 0 3 6 j. Diaper changing area is cleaned and sanitized after each diaper change.
- 0 3 6 k. Drinking water is available at all times, including outdoors, and is offered throughout the day.

COMMENTS:

NUTRITION

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16. Mealtime is a pleasant social and learning experience for the toddlers.

- 0 3 6 a. Food and allergy lists of all children enrolled in the center are posted in the classroom and are readily visible and followed. If no allergies, list "NONE KNOWN".
- 0 3 6 b. Toddlers are given the opportunity to feed themselves with food that is appropriately sized. Finger foods are available to all toddlers.
- 0 3 6 c. Mealtime is a relaxed and pleasant social experience. Toddlers are not rushed while eating. Staff closely supervises and encourages their skills.
- 0 3 6 d. When toddlers sit down, food is ready to be served.
- 0 3 6 e. Toddlers sit in appropriate sized chairs at a table or high chairs for meals and snacks. Food and drink are served together during the meal. Appropriate eating and drinking utensils are introduced and used. Food is never served on a bare table, but in a sanitary way such as paper plates, place mats or paper towels.
- 0 3 6 f. Tables are washed before and after meals and snacks in a timely manner. Floors are also cleaned and free of debris.