

## Clean-up Checklist

This checklist is designed to help preschool teachers understand children's needs by describing children's typical performance in everyday classroom activities and routines. When completing the checklist include input from teaching assistants, aides, and the director, if applicable.

At the top of the checklist there is room for the date completed, child's name, facility name and address, names and positions of staff filling out the questionnaire. There are also the questions, "Does your facility participate in the State Quality Improvement System?" "Does the child of concern receive early intervention services?" "If yes, does the classroom teaching staff consult with the early intervention team on a regular basis?"

This checklist was completed for the whole classroom. It was completed in the preschool room by Amelia (teacher) and Corinne (EI teacher). This facility does participate in the State Quality Improvement System.

The checklist instructions are:

- 1) Rate the child's ability to participate in the daily routines and activities by looking at the general expectations for the classroom. For example, during arrival and departure, does the child exceed, meet, occasionally meet, or not meet the expectations for the classroom?
- 2) Rate your level (and/or that of the entire staff) of satisfaction with the child's performance in each routine or activity. For example, are you very satisfied, satisfied, somewhat satisfied, or not satisfied with the child's performance? Note: Each early childhood program has different priorities and some situations may be considered more important than others. Therefore, it is possible to be satisfied with performance that does not meet or occasionally meets the expectations of the classroom.
- 3) Circle the routines/activities that do not meet your expectations and with which you are not satisfied.
- 4) On the last page of the checklist, describe the strategies you and/or your classroom staff have tried to improve the routine or activity or to promote the child's participation in the routine or activity.

There is a table with the headings "Activity," "Exceeds classroom expectations," "Meets classroom expectations," "Occasionally meets," "Does not meet," followed by "Very satisfied," "Satisfied," "Somewhat satisfied," "Not satisfied." The rows are labeled underneath the heading "Activity": "Language and literacy," "Group meeting/circle," "Table top activities," "Small group play," "Active learning and movement activities," "Routine transitions between activities," "Arrival and departure," "Community outings."

The table that was completed for the classroom read: Under activity, small group play and routine transitions between activities, does not meet expectations and not satisfied were selected. Under the activity, group meeting/circle, occasionally meets expectations and

somewhat satisfied were selected. Under the activity, language and literacy, table top activities, and community outings, meets expectations and satisfied are selected. Under activity active learning and movement and arrival and departure, exceeds expectations and very satisfied are selected.

There is a table with the headings "Developmental Area/Skill," "Exceeds classroom expectations," "Meets classroom expectations," "Occasionally meets," "Does not meet," followed by "Very satisfied," "Satisfied," "Somewhat satisfied," "Not satisfied." The rows are labeled underneath the heading "Activity": "Socializing," "Communicating," "Getting Around," "Using hands and arms for functional tasks," "Following directions."

The table that was completed for the classroom read: Under the developmental area/skill, following directions did not meet classroom expectations and not satisfied were selected. The area/skill of socializing and communicating, meets classroom expectations and satisfied were selected. Under the area/skill of getting around and using hands and arms for functional tasks, exceeds classroom expectations and very satisfied are selected.

There are a few comments/strategies listed in the last space on the form: "Repeating the instructions" and "Walking around to assist with transitions."