

BRAULT BEHAVIOR CHECKLIST[©]

(BRAULT=Behavior: Reflect, Analyze, Understand, Learn, Try something new)

This self-assessment, in four sections, will assist you as you reflect, analyze, understand, and learn about behavior in order to try something new. Complete the checklist to see what might be of most help to you right now.

To answer each question, consider your situation then check the appropriate box under the Yes, Maybe/Partly, No, or Do not know (what the question means) column.

PROGRAM ELEMENTS	Yes	Maybe/ Partly	No	Don't Know
ENVIRONMENT				
Have you carefully examined the following elements of the physical environment?				
➤ Room organization and arrangement				
➤ Variety and numbers of toys and materials				
➤ Group size for all activities				
Have you carefully examined the sensory environment (auditory/sound, visual/color/clutter, tactile/hard/soft)?				
Have there been any changes in your setting (staff, curriculum, room arrangement, children in the group, etc.)?				
CURRICULUM				
Does your curriculum build on the social emotional foundations for children of different ages?				
Is your curriculum challenging, interesting and developmentally appropriate?				
Are the majority of the learning opportunities child-directed?				
Is your curriculum based on what you understand about how children learn (child development)?				
Do you provide a balance of active and quiet activities that are appropriate for the ages of children in your care?				
Do you make good use of indoor and outdoor space?				
Are expectations for independence in eating, toileting and other self-help skills appropriate for the children in your care?				

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RELATIONSHIPS	Yes	Maybe/ Partly	No	Don't Know
Do you enjoy your interactions with the children in your care?				
Do you have positive, respectful relationships with the families of children in your care?				
Do you have positive, respectful relationships with other staff members?				
Do you know what your temperament characteristics and learning style preferences are and how these influence your work with children?				
Have you ever carefully examined your values and beliefs about behavior, discipline and expectations for children?				
Do you know which behaviors you find most challenging and why?				
Is your cultural or language background the same as that of the children and families in your care?				
Do you participate in activities outside of your work with children that provide you with fulfillment and satisfaction?				

STRATEGIES WITH A CHILD IN MIND	Yes	Maybe/ Partly	No	Don't Know
Do you have confidence in your knowledge of group management and guidance techniques such as using routines, planning for transitions, and natural and logical consequences?				
Do you focus on the prevention of behavior problems as your main strategy?				
Are you able to utilize basic behavior management techniques?				
Do you have confidence that you and the other adults in the child's life have consistent expectations and ways to guide the child toward desired behavior?				
Do you have a clear way to solve problems, including developing a plan of action to evaluate whether a solution you choose is working?				
Are you and the parent(s) or family members communicating and sharing concerns in order to support the child?				
Do you have opportunities to talk regularly with another knowledgeable adult about your work and your concerns?				
Do you understand how to use <i>reflective</i> thinking as a life skill?				

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THE INDIVIDUAL CHILD	Yes	Maybe/ Partly	No	Don't Know
Are you sure the behavior you are observing is not normal for the child's age and developmental levels?				
Have you considered the child's temperament (activity level, intensity of reactions, ability to adapt to new situations, regularity, mood, etc.) and how it plays out in behavior?				
Have you considered the child's preferred learning styles and how this influences behavior?				
Have you considered whether the child understands the language you are using? (Consider both cultural and language differences)				
Is it possible that the child is trying to communicate something through the behavior?				
Have you explored whether the child needs to learn some new skills or replacement behaviors in order to change the underlying challenging behavior?				
Have you observed the child carefully to narrow down the specific behavior, especially when, where and how it occurs?				
If there is a specific behavior that is challenging, do you know why the child engages in the behavior? What is the purpose of the behavior?				
Have you considered additional individual differences that may be contributing to the behavior (disability, medical condition, changes in the home environment, recent stress or trauma)?				

This instrument is designed to be used in conjunction with the book "Children with Challenging Behavior: Strategies for Reflective Thinking" by Brault & Brault.

For information on ordering this guide, email challengingbehavior@hotmail.com