

COMMUNITY ACTION TEAM, INC.
CHILD & FAMILY DEVELOPMENT PROGRAMS
 Preschool Behavior Support Self-Assessment

Name: _____

Date: _____

This checklist is to help guide you in thinking about how to support the social emotional development of young children. These practices are part of and/or aligned to the Pyramid Model (PBIS). Use this self-assessment as a tool to reflect on your current practice as well as new practices you may want to adopt. Read through all the items on the checklist. Next, take a moment to consider how often you engage in each of these practices and mark the appropriate box. Be honest with yourself as you complete the check list. Answers are only used to determine personal strengths and potential goals to enhance or improve your practice. Finally, choose one or two practices you want to enhance or improve and complete the action plan on the last page. Once completed, make a copy of the entire assessment for yourself and one for your Center Manager, and submitted to Education & Disabilities Specialist. This assessment will be completed annually by teachers and assistants. This will allow the program to support you in professional development.

Frequently 80%	Often 60%	Sometimes 50%	Occasionally 40%		Rarely 20%		
Nurturing and Responsive Relationships:			Frequently	Often	Sometimes	Occasionally	Rarely
Teacher talk to children is calm, indicates active listening and promotes child engagement.*							
I give more attention to positive than challenging behaviors: using a ratio of 5 to 1 positive to negative/corrective feedback.*							
I encourage interactions between children during play or activities.*							
Children are treated with empathy and understanding when disruptive or challenging behaviors occur and/or persist.*							
Children having challenging behavior, including persistent behavior, remain in the classroom and are treated with dignity and respect.*							
I partner with families to develop strategies to address challenging behavior at home and school.*							
Comments:							

Frequently 80%	Often 60%	Sometimes 50%	Occasionally 40%		Rarely 20%	
Create a Safe and Predictable Learning Environment using Positive Directions and Rules:	Frequently	Often	Sometimes	Occasionally	Rarely	
I post and visually represent rules, expectations and the daily schedule for the classroom at eye level for children. I refer to all throughout the day.						
Learning centers in the classroom have clearly defined physical boundaries.*						
The classroom does not have wide open spaces where children can run.*						
Children and adults can move easily throughout the different areas in the classroom, and I have considered accessibility for children with mobility needs.						
The majority of the day (50% or more) is spent in child directed activities.*						
During group activities most children are engaged.*						
I focus on behavior I want to see, telling children what to do instead of what not to do.*						
I give directions to children in an individualized way when they need additional support.*						
I give children the option to move to a safe space to be alone when needed (in the classroom, within sight and sound of teachers and classroom activities).*						
Comments:						

Frequently 80%	Often 60%	Sometimes 50%	Occasionally 40%	Rarely 20%	
Calm and Predictable Transitions:	Frequently	Often	Sometimes	Occasionally	Rarely
During transitions, children know what to do and engage in the transition activity.*					
I plan for transitions, including ways to keep children engaged (e.g., finger plays, songs, mighty minutes, etc).					
Activities are prepared and ready before children arrive at the activity.*					
Children are reminded of upcoming transitions with a consistent approach that includes verbal and visual cues. (i.e., at every transition a 5-minute warning is given or sing the same transition song everyday)					
Comments:					

Frequently 80%	Often 60%	Sometimes 50%	Occasionally 40%	Rarely 20%	
Help Children Regulate Emotions and Express Feelings:	Frequently	Often	Sometimes	Occasionally	Rarely
I recognize and validate the range of emotions (both positive and negative) children express in the classroom.*					
Emotions are discussed throughout the day in the classroom.*					
I use a variety of strategies and materials to help children recognize and regulate emotions. (e.g., books about feelings, puppets, social stories, Tucker Turtle, visual cues, proactive and child selected use of safe space)					
I use a variety of strategies and materials with children to teach and practice problem solving strategies. (e.g., solution kit, Peter the Problem Solver, breathing techniques)					
I support children in reflecting on their social skills, with children doing most of the talking. (Problem solving skills, friendships skills, emotional regulation).					
Comments:					

Frequently 80%	Often 60%	Sometimes 50%	Occasionally 40%	Rarely 20%			
Intensive Interventions that Consider the Child's Experiences: (This section is for Teachers only)			Frequently	Often	Sometimes	Occasionally	Rarely
I build relationships with families to encourage communication and trust.							
I speak to children and families in a warm, positive, calm and supportive manner.							
I use a variety of strategies to positively recognize individual child efforts and appropriate behavior.							
I collect and use data to identify trends and patterns, inform the plan, support implementation, and monitor progress.							
I teach replacement skills throughout the day when challenging behavior is not occurring.							
Comments:							

Pause & Reflect

Reflect on your assessment of PBIS strategies and all of the things you do to support children. It is important to remember this assessment is focused on **your** actions – not those of children. What do you notice? What stands out to you? What do you wonder about?

Taking Action

Celebrate! List three practices from this assessment that you implement frequently or often that support social emotional development and trauma informed care.

1.
2.
3.

Next, take some time to reflect on practices you want to adopt or improve. Choose one or two from this assessment and outline the process in the space below. Share this plan with your supervisor, and reflect quarterly on your successes and next steps. Please note if you would like coaching support to implement these practices. Update your plan as needed as part of your continued professional development.

Objective	Desired Outcome	Action Step	Time Frame	Measure of Success	Coaching
The teaching practice or skill I will focus on:	What will you do differently?	Steps to achieve this goal: These are your actions, not the children's	By when?	What is the expected outcome?	y/n