



Supporting Behavior through Classroom Practices Self-Assessment for Teachers

Date: _____

Quality Practice	How Consistently?			Priorities
	Always	Sometimes	Never	
Building Positive Relationships				
Communicates with children at eye level				
Verbally interacts with individual children during routines and activities				
Shows respect, consideration, warmth to all children				
Uses a variety of strategies for building relationships with <i>all</i> children				
Attends to children in positive ways at times when the children are not engaging in challenging behavior				
Examining Teacher Attitudes, Beliefs, and Skills				
Considers personal beliefs regarding the acceptability and unacceptability of specific types of child behavior				
Understands the relationship between children's social emotional development and challenging behaviors				
Understands that children's challenging behaviors are conveying some type of message				
Identifies the behaviors that "push my buttons"				
Develops strategies for dealing with situations when children's behaviors "push my buttons"				
Works together as team to problem solve around issues related to challenging behaviors (e.g.) other teachers, center director, family members				
Designs the Physical Environment				
Arranges traffic patterns in classroom so there are no wide open spaces				
Clearly defines boundaries in learning centers				
Arranges learning centers to allow room for multiple children				
Considers children's interests when deciding what to put in learning centers				
Makes changes and additions to learning centers on a regular basis				
Prepares activity materials in advance				
Develops Schedules and Routines				
Designs schedule to include a balance of teacher and child led activities				
Posts a visual schedule at children's level				
Teaches children about the schedule; refers to schedule throughout the day				
Implements schedule consistently				
Provides explanation when changes in the schedule are necessary				
Structures transitions so that children do not spend excessive time waiting				
Teaches children the expectations associated with transitions				
Provides warnings prior to transitions; individualizes warnings when necessary so that all children understand them				
Provides opportunities for children to be actively involved in group activities				
Plans and conducts small group activities with specific goals in mind for each child				
Makes modifications when children lose interest in group activities				
Giving Directions and Establishing Clear Limits				
Gains child's attention before giving directions				
Gives clear directions that are positive				
Gives children choices and options when appropriate				
Follows through with encouraging statements of children's behavior				
Teaches classroom rules and expectations for each classroom area or part of the daily routine				
Provides opportunities for child to practice classroom rules				
Knows rules and consequences (all adults in classroom)				
Enforces rules and consequences consistently and fairly				

Quality Practice	How Consistently?			Priorities
	Always	Sometimes	Never	
Gives children time and attention when engaging in appropriate behavior				
Provides descriptive feedback and encouragement (all teachers)				
Models positive feedback and encouragement frequently				
Social Emotional Teaching Strategies				
Shows empathy and acceptance of children’s feelings				
Shows sensitivity to individual children’s needs				
Teaches children strategies for self-regulating behaviors				
Models phrases children can use to initiate and encourage interactions				
Teaches appropriate social skills through lessons and role-playing				
Structures activities to encourage and teach sharing and working cooperatively				
Encourages children to identify and label their own feelings				
Assists children in recognizing and understanding how a classmate might be feeling by pointing out facial expressions, voice tone, body language, or words				
Teaches that all emotions are okay; but not all expressions are okay				
Labels own emotional states and provides an action statement (e.g. I am feeling frustrated so I better take some deep breaths to calm down)				
Helps children recognize cues of emotional escalation in self and others				
Acknowledges children’s feelings and provides strategies for calming as an important step in conflict resolution				

Making a Plan!

Celebrate the “Always” answers – list three elements of your practice that support appropriate classroom behavior.

- 1.
- 2.
- 3.

Consider the practices you have identified as priorities. Choose 1-2 that are important now and plan the next steps.

- Choose your **goal**. What do you plan to implement or hope to achieve?
- Outline the **process**. Identify observable and measurable steps necessary to reach your goal.
- Monitor your **progress**. How will you know when each step is accomplished?

Goal	Steps/Process	Monitoring Progress