

Completed by:

Date:

## Early Care and Education Self-Reflection Tool - Strengths & Needs Assessment

Instructions: Read each statement carefully and consider your response to the statement. Rate your level of knowledge, confidence and desire to implement the practice in the future. After you have rated all practices, order your top priorities (1- top priority, 5- lowest priority).

Practices	Knowledge about practice	I use this practice	I want to do this...	Priority Rank 1-5
<b>Relationships with Children</b> I develop responsive, consistent, and nurturing relationships through the use of a variety of strategies, including getting on the child's level, using calm supportive communications and showing respect and warmth to all children. The children and families trust me and our setting nurtures secure relations that promote positive self-esteem and increased child engagement.	Just learning 1 2 3 4 5 I could teach others.	Yes No Sometimes	Not Yet Very Much 1 2 3 4 5	
<b>Supportive Conversations</b> I support children's communication by making comments, asking questions, and expanding children's use of communication to interact with peers throughout the day because meaningful back-and-forth conversations help develop positive interactions and build strong relationships.	Just learning 1 2 3 4 5 I could teach others.	Yes No Sometimes	Not Yet Very Much 1 2 3 4 5	
<b>Positive Attention</b> I offer frequent, positive attention by providing a high ratio of positive and encouraging statements to children.	Just learning 1 2 3 4 5 I could teach others.	Yes No Sometimes	Not Yet Very Much 1 2 3 4 5	
<b>Family Partnerships</b> I develop authentic relationships with families that involve daily communication about children's learning and development and family's preferences and values. Families have multiple and varied opportunities to provide input into their child's learning and supports.	Just learning 1 2 3 4 5 I could teach others.	Yes No Sometimes	Not Yet Very Much 1 2 3 4 5	
<b>Humanizing Supports</b> I interact with family members and children with appreciation for the values, beliefs, linguistic and cultural norms represented by the children and families in my care.	Just learning 1 2 3 4 5 I could teach others.	Yes No Sometimes	Not Yet Very Much 1 2 3 4 5	
<b>Schedules</b> Within the setting, I use visual schedules to build predictability by showing a daily routine, a sequence of activities to be completed, or the steps in an activity.	Just learning 1 2 3 4 5 I could teach others.	Yes No Sometimes	Not Yet Very Much 1 2 3 4 5	
<b>Transitions</b> I plan for transitions by developing routines and teaching children what to expect during the transition because transition routines help to prepare children for transitions, engages them in the change that is taking place, and helps them to move smoothly to the next activity.	Just learning 1 2 3 4 5 I could teach others.	Yes No Sometimes	Not Yet Very Much 1 2 3 4 5	
<b>Effective Classroom Routines</b> I provide consistent schedules and routines to facilitate children's understanding of the learning environment. Events in preschool classrooms include such things as arrival, bathroom time, naptime, meal or snack, group times, and dismissal are predictable, consistent and organized.	Just learning 1 2 3 4 5 I could teach others.	Yes No Sometimes	Not Yet Very Much 1 2 3 4 5	
<b>Promoting Children's Engagement</b> I plan for and select activities and materials that support meaningful engagement of all children across the day. I assist children to select centers and become engaged and I comment positively and descriptively on children's	Just learning 1 2 3 4 5 I could teach others.	Yes No	Not Yet Very Much 1 2 3 4 5	

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engagement.			Sometimes		
<b>Modifications to Maintain Engagement</b> I modify activities or materials for individual or groups of children when they lose interest or do not engage.	Just learning 1 2 3 4 5	I could teach others. 4 5	Yes No Sometimes	Not Yet 1 2 3 4 5	Very Much 4 5
<b>Providing Choices</b> I provide children with multiple opportunities to make choices across the day (e.g., during large group, small group, play, etc.).	Just learning 1 2 3 4 5	I could teach others. 4 5	Yes No Sometimes	Not Yet 1 2 3 4 5	Very Much 4 5
<b>Expectations and Rules</b> I utilize a set of clear and concise positive expectations that help guide all interactions in the classroom. Children know what to do, how to do it, and what is expected.	Just learning 1 2 3 4 5	I could teach others. 4 5	Yes No Sometimes	Not Yet 1 2 3 4 5	Very Much 4 5
<b>Clear, Effective Directions</b> I provide clear, positively stated directions focused on promoting children's appropriate behavior by modeling, using pictures and verbally stating desired behavior so that children do not forget or misunderstand the expectations.	Just learning 1 2 3 4 5	I could teach others. 4 5	Yes No Sometimes	Not Yet 1 2 3 4 5	Very Much 4 5
<b>Friendship Skills</b> I teach children friendship skills (e.g., sharing, turn taking, helping others, requesting and distributing items, working cooperatively) by using a variety of strategies (e.g., small and large group instruction, modeling and prompting).	Just learning 1 2 3 4 5	I could teach others. 4 5	Yes No Sometimes	Not Yet 1 2 3 4 5	Very Much 4 5
<b>Meaningful Peer Interactions</b> I select and arrange classroom activities and materials to encourage social interactions and communication between children and I plan for consistent peer social opportunities within classroom routines.	Just learning 1 2 3 4 5	I could teach others. 4 5	Yes No Sometimes	Not Yet 1 2 3 4 5	Very Much 4 5
<b>Emotional Literacy</b> I teach children about emotion words and expressing emotions by using a variety of strategies, including modeling and labeling emotions and appropriate ways to express them and using words or body language to help children recognize and understand emotions.	Just learning 1 2 3 4 5	I could teach others. 4 5	Yes No Sometimes	Not Yet 1 2 3 4 5	Very Much 4 5
<b>Self-Regulation</b> I teach children that all emotions are okay, model and provide examples of how to appropriately express their emotions, including strategies to calm down when upset and recognizing their cues of emotional escalation. I provide positive descriptive feedback on occasions when children state they are feeling upset or angry but are remaining calm or using self-regulation strategies.	Just learning 1 2 3 4 5	I could teach others. 4 5	Yes No Sometimes	Not Yet 1 2 3 4 5	Very Much 4 5
<b>Problem Solving Skills</b> I specifically teach children the steps for solving problems. I prompt children to generate solutions to common social problems, post visual reminders about the problem-solving steps and solutions, prompt children to try other solutions if their first solution does not work, model and label problem solving steps within interactions between children across the day and acknowledge and give specific positive descriptive feedback to children using problem solving skills.	Just learning 1 2 3 4 5	I could teach others. 4 5	Yes No Sometimes	Not Yet 1 2 3 4 5	Very Much 4 5
<b>Systematic: Naturalistic Instruction</b> I provide specific, meaningful, and individualized (systematic) instruction within the context of ongoing, everyday activities and routines. I set up my environment so that all children can initiate interactions, generalize skills across adults, materials, settings, and peers and,	Just learning 1 2 3 4 5	I could teach others. 4 5	Yes No Sometimes	Not Yet 1 2 3 4 5	Very Much 4 5

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naturally occurring materials provide reinforcement for correct responding and ongoing opportunities that develop skills.				
<b>Systematic: Embedded Instruction</b> I provide opportunities for practice and generalization of skills across the day by capitalizing on predictable and consistent routines. I identify primary learning objectives for activities and specific routines and embedding instruction into naturally occurring opportunities (e.g. circle, play, transitions, interactions, meals, etc.) and address related skills (e.g. language, social, fine motor skills) in conjunction with the target goals (e.g. setting the snack table, learning about things that fly), thus providing opportunities for generalization of skills across the day.	Just learning 1 2 3 4 5	I could teach others. 1 2 3 4 5	Yes No Sometimes	Not Yet Very Much 1 2 3 4 5
<b>Prompting Hierarchies</b> I understand and utilize a hierarchy of prompts so I am providing just the right amount of assistance to children when they need support. This allows children to be as independent as possible, while not overprompting or promoting no response or incorrect responses.	Just learning 1 2 3 4 5	I could teach others. 1 2 3 4 5	Yes No	Not Yet Very Much 1 2 3 4 5
<b>Adapting Instruction and Materials</b> I have in depth knowledge of my childrens' learning styles, interests, preferences, and reinforcers and use a variety of methods for adapting and modifying activities and materials in order to meet individual needs of children.	Just learning 1 2 3 4 5	I could teach others. 1 2 3 4 5	Yes No Sometimes	Not Yet Very Much 1 2 3 4 5
<b>Collaborative Teaming</b> I am a collaborative team member and know how to hold effective meetings, facilitate ongoing and consistent communication, accept responsibilities and ideas of professionals and family members, and work through conflicts or disagreements among team members.	Just learning 1 2 3 4 5	I could teach others. 1 2 3 4 5	Yes No Sometimes	Not Yet Very Much 1 2 3 4 5
<b>Team Planning, Instructions and Data Collection Process</b> I participate in a team-based system for effective team planning, instruction and data collection. Our data collection embed IFSP and IEP goals into daily routines and data is taken on goals within the daily routines. I work with my team to maintain and review data to understand how children are doing, whether instruction is effective and plan changes to improve learning and participation.	Just learning 1 2 3 4 5	I could teach others. 1 2 3 4 5	Yes No Sometimes	Not Yet Very Much 1 2 3 4 5

If you would like assistance with addressing or implementing these priority practices, please [contact the Early Childhood Center of Excellence to learn more and request support.](#)

Notes: