



MySEL

Self-Assessment Results - Joy Collins

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1. Building Relationships through a meaningful and cultural approach

Skills and Indicators	Consistently	Improving	Need Support
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301. Develops meaningful relationships with children and families

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|---|---|---|--|
| 1. I understand meaningful relationships with children are the foundation of development. | | ✓ | |
| 2. I approach and greet children and their families upon arrival (calling them by name). | | ✓ | |
| 3. I talk with the child at their eye level. | | ✓ | |
| 4. I support the family with a drop-off/pick-up transition plan if needed. | | ✓ | |
| 5. I show respect, consideration and warmth to all children by being present, available and approachable. | ✓ | | |
| 6. I speak to children calmly. My tone and voice are appropriately leveled. | | ✓ | |
| 7. I use a variety of strategies to build relationships with children. | | ✓ | |
| 8. I use a variety of strategies for building relationships with all families. | | ✓ | |
| 9. I create a welcoming and safe classroom that is a place where children and families like to be. | ✓ | | |

302. Examines own attitude as well as the family and cultural views towards children's behavior

- | | | | |
|---|--|---|--|
| 1. I reflect on personal beliefs regarding the causes of unacceptable child | | ✓ | |
|---|--|---|--|

behavior.

2. I examine my own biases toward challenging behavior. ✓

3. I understand a connection between the child's behavior, their emotional state, and social development. ✓

4. I understand that a child's behaviors are conveying a message (ex. I am hungry, I am sad, I need attention). ✓

5. I identify behaviors that push my buttons (hitting, biting, whining, etc). ✓

6. I am open to working together with my teaching team to problem-solve issues related to behaviors. ✓

2. Designing the environment through classroom arrangement and management systems

Skills and Indicators	Consistently	Improving	Need Support
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303. Designing the environment

1. I arrange traffic patterns so that there are no wide open spaces that encourage running. ✓

2. I clearly define boundaries in all play spaces in learning centers. ✓

3. I provide enough materials in centers so each child has an opportunity to participate. ✓

4. I provide a variety of materials that encourage the exploration of multiple textures (wood, cloth, etc) ✓

5. I provide multiple choices in activities instead of expecting the class to play with the same toy.



6. I consider children's interests when deciding what to put in learning centers.



3. Creating Effective Schedules, Routines, and Transitions

Skills and Indicators	Consistently	Improving	Need Support
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304. Developing schedules and routines

1. I design the daily schedule that includes a balance of active/calm, large group/small group experiences.



2. I provide a daily routine that allows for ample amounts of free play.



3. I post a visual daily schedule for children at their level to refer to so they can follow along during the day



4. I use photos representing the parts of the day.



5. I make the visual schedule interactive so children can remove sections as the day progresses.



6. I share with the children when there are changes in the schedule



305. Providing Smooth Transitions

1. I design the schedule to minimize the

- number of transitions throughout the day. ✓
- 2. I structure transitions so that children do not spend excessive time waiting. ✓
- 3. I teach expectations associated with transitions. Children know what to do during transitions. ✓
- 4. I provide a variety of cues for children before transitions that capture several senses. ✓
- 5. I check in individually with children who need extra support to warn about a transition. ✓

4. Activities and Experiences that Promote Engagement

Skills and Indicators	Consistently	Improving	Need Support
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306. Designs activities to promote engagement

- 1. I plan and offer activities with specific goals for individual children based on developmental level. ✓
- 2. I adapt the topic of small group activities in response to children's interests. ✓
- 3. I provide opportunities for children to be involved in small group activities (instead of always in a large group). ✓
- 4. I plan and offer engaging small group activities that provide children with open-ended experiences. ✓
- 5. I provide positive descriptive

feedback when children are engaged.



5. Providing Expectations with Clarity, Consistency, and Confidence

Skills and Indicators	Consistently	Improving	Need Support
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307. Giving Directions with Clarity

1. I gain children's attention before giving directions.



2. I minimize the number of directions that I give based on the child's age and ability.



3. I individualize the direction in order to provide clarity and understanding.



4. I give clear directions by saying what is happening now and what is next.



5. I state directions in the positive.



6. I give children plenty of time to respond to directions by offering appropriate pauses.



7. I give children choices and options when appropriate and as often as possible.



308. Establishing and enforcing clear rules, limits and consequences for behavior

1. I identify classroom rules with the children, 3-6 simple rules that encompass a variety of situations.







- 2. I introduce developmentally appropriate expectations to children verbally and through visuals. ✓
- 3. I teach expectations in developmentally appropriate ways. ✓
- 4. I provide opportunities for children to practice expectations. ✓
- 5. I state expectations in the positive and avoid words 'no' and 'don't' as much as possible. ✓
- 6. I use positive descriptive feedback and encouragement (instead of praise). ✓
- 7. I provide feedback and encouragement contingent on a child's efforts (not just by whether they succeeded). ✓
- 8. I provide non-verbal cues of appreciation like a smile, a glance, or a thumbs up. ✓
- 9. I involve other adults in acknowledging children. ✓
- 10. I model positive descriptive feedback and encouragement with other adults in the classroom. ✓

6. Interactions that Build Children’s Self-Esteem and Encourage Autonomy




Skills and Indicators	Consistently	Improving	Need Support
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309. Interacting with children to develop their self-esteem




- 1. I practice active listening with children. ✓

2. I avoid judgemental statements (I avoid, 'you should have....'). 
3. I respond to children's ideas by asking questions and bringing their ideas into play. 
4. I recognize children's efforts by describing what I see, and tying it to rules or behavior. 
5. I show empathy and acceptance of children's feelings. 

310. Showing empathy for individual children's needs

1. I respect and accommodate individual needs, personalities and characteristics. 
2. I adapt and adjust the program as needed to address individual needs. 
3. I convey acceptance of individual differences through planning, material selection and discussions. 

311. Encouraging Autonomy through Interactions

1. I provide children with opportunities to make choices in activities and daily routines. 
2. I provide children time to respond to or complete efforts independently before offering assistance. 
3. I create opportunities for children for decision-making, problem-solving and interacting with peers. 
4. I offer children various strategies for

self-regulating.



7. Teaching Social Skills using Prompting and Instruction

Skills and Indicators	Consistently	Improving	Need Support
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312. Using prompting and reinforcement of positive interactions effectively

1. I wait until interactions are finished before reinforcing. I do not interrupt positive interactions.



2. I model phrases that children can use to initiate and encourage interactions.



3. I incorporate stories, visuals and activities that promote empathy and awareness of helping others.



4. I use activities, schedules and routines to encourage and promote working cooperatively.



5. I provide positive descriptive feedback when children are having positive interactions.



313. Providing instruction to aid in the development of social skills

1. I teach appropriate skills through lessons and role-playing.



2. In my planning, I incorporate cooperative games, and activities that promote selfless behavior.



3. I structure activities to encourage



and teach sharing.

4. I structure activities to encourage and teach turn-taking. ✓

5. I structure activities to teach cooperation by providing activities that have challenges embedded in them. ✓

6. I utilize peers as models of desirable social behavior by creating settings that enhance mimicry and modeling. ✓

8. Identifying, Validating, and Helping Children Understand Emotions

Skills and Indicators	Consistently	Improving	Need Support
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314. Promoting identification and labeling of emotions in self and others

1. I use photographs of real people, pictures and posters that portray people in various emotional states. ✓

2. I use validation, labeling feelings, voice tones, and gestures to show an understanding of feelings. ✓

3. I assist in recognizing others feelings by pointing out facial expressions, voice tone, body language. ✓

4. I use real-life situations to practice problem-solving, first with defining the problem emotions involved. ✓

315. Exploring the nature of feelings and the appropriate ways they can be expressed

- 1. I teach that all emotions are okay, but not all expressions are okay. ✓
- 2. I label my own emotional state and provide an action statement. ✓
- 3. I provide positive descriptive feedback when children state they are feeling upset but are remaining calm. ✓
- 4. I label negative feelings paired with actions to regulate. ✓

9. Teaching Problem-Solving Skills that Support Self-Regulation

Skills and Indicators	Consistently	Improving	Need Support
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316. Creating a planned approach for problem-solving processes within the classroom

- 1. I use different strategies for different children based on their age and understanding. ✓
- 2. I systematically teach the problem-solving techniques through both visuals and conversations. ✓
- 3. I problematize situations throughout the day to allow children to generate solutions. ✓
- 4. I take time to support children experiencing strong emotions through problem-solving efforts. ✓
- 5. I comment on and reinforce children's problem-solving efforts. ✓

317. Promoting children's individualized emotional regulation that will

enhance positive social interactions within the class

- 1. I label cues of emotion escalation for children. ✓
- 2. I help children identify choices with visual cues like a picture of a child asking a friend for help. ✓
- 3. I display photographs of children working out situations. ✓
- 4. I stay with the child until they appear regulated enough to manage independently. ✓
- 5. I provide positive descriptive feedback when they are attempting/regulating their emotions. ✓

10. Behavior Plan

Skills and Indicators	Consistently	Improving	Need Support
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318. Behavior Plan: Tier One

- 1. I reflect with my team about what the function of the unwanted behavior might be, based on observations of the child. ✓
- 2. I discuss with my team what aspects of the classroom/teaching could be adjusted to better meet this child's needs. ✓
- 3. I collaborate with my team on strategies to follow consistently to ✓

reinforce a new skill, replacing the unwanted behavior.

4. I work with my team to create a basic written plan on how to shift an unwanted behavior, focusing on prevention strategies. ✓

5. I support this plan with my team by revisiting the written plan as needed. ✓

319. Behavior Plan: Tier Two

1. I invite families to collaborate in the behavior support process, sharing what is currently in place for the child. ✓

2. I accommodate the family's schedule so they can participate in the process. ✓

3. I continue to collect data and observations with my team to have current and objective input on the discussion. ✓

4. I share concerns I might have regarding the needs of the child based on my level of expertise. ✓

5. I support this plan with my team and continue to monitor progress and changes in the challenging behaviors. ✓

6. I collaborate with all stakeholders to create a written behavior plan to continue to support the child. ✓

7. I make a plan with my team to keep families updated on progress by providing a time and space to converse. ✓

320. Behavior Plan: Tier Three

1. I work with my program to continue supporting the child while including outside support and resources.
2. I continue to collect data/observations to monitor the behavior and provide documentation as appropriate.
3. I contribute positively to the process by being open to developing new strategies and implementing them consistently.
4. I know when to ask for support or a break when I find myself overwhelmed.
5. I continue providing appropriate space for families to be part of the process and up to date on daily experiences that affect their child.



The Essential Eight

Listed below are eight key elements in supporting Pyramid Model' Tier 1 Supports. Explore the provided resources in each element for targeted ideas on how to build educator skills in supporting children' social and emotional development.

1. Building Nurturing Relationships

FORM: [Communication is Key](#)

RESOURCE (NEW): [Supporting Behavior Through Connection](#)

2. Schedules and Routines

VIDEO: [Schedules and Routines](#)

3. Teaching Expectations and Problem Solving

RESOURCE: [Problem Solving in the Real World](#)

VIDEO: [Problem Solving in Real Life Situation](#)

VIDEO: [Problem Solving In The Moment](#)

SOLUTION KIT: [Solution Kit: Classroom Edition](#)

GAME: [Stop and Go Activity](#)

4. Smooth and Effective Transitions

VIDEO: [Classroom Transitions](#)

VIDEO: [Transitions - Providing Directions and Positive Descriptive Feedback to Support Participation](#)

5. Classroom Teaching Strategies for Teaching SEL Skills

ARTICLE/INFO GRAPHIC: [Classroom Teaching Strategies](#)

6. Positive Descriptive Feedback

BLOG POST: [4 Tips for Using Positive Descriptive Feedback with Young Learners](#)

7. Understanding and Validating Emotions/Self Regulation

VIDEO: [Teaching Feelings with Book Reading](#)

VISUALS: [Feeling Faces](#)

SOCIAL STORY: [Tucker Turtle Takes Time to Tuck and Think](#)

8. Teaching Friendship Skills

SOCIAL STORY: [I am a Super Friend](#)

VISUAL: [Greetings](#)

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