Classroom Report
Collins Preschool - Toddler 2

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MySEL, LLC
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**Participating Educators:**

- May Collin
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- Kay Collin

Director(s):

- Sara Collins

MySEL Advisor:

- Christina Denis

Social Emotional Learning Assesment Results

The MySEL App provided an opportunity for your educators to assess their skills around supporting children's social and emotional learning. Their responses will be essential in determining the most targeted course for professional development to develop these skills. Improving these skills directly impacts the potential for reducing challenging behaviors and reinforces best practices in supporting the healthy development of a child's social and emotional learning.

Based on the selection of frequency of use, reported by your educators, the following data has been calculated. As you can see by the pie charts, target areas 7, 8, and 9 appear to be the topic areas where educators are the least confident in their skills. These three areas would be an appropriate and effective place for training. The attached document indicates the three targeted training options for these three areas.

1. Building Relationships though a meaningful and cultural approach

2. Designing the environment through classroom arrangement and management systems

3. Creating Effective Schedules, Routines, and Transitions

Legend:
- Consistently (green)
- Improving (yellow)
- Need Support (orange)

4. Activities and Experiences that Promote Engagement.

5. Providing Expectations with Clarity, Consistency, and Confidence

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

7. Teaching Social Skills using Prompting and Instruction

8. Identifying, Validating, and Helping Children Understand Emotions

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

10. Developing a Behavior Support Plan with Families

TBD

4. Aggregate Results by MySEL Skill

1. Building Relationships though a meaningful and cultural approach			
Skills and Indicators	**Consistently**	**Improving**	**Need Support**

201. Develops meaningful relationships with children and families

1. I understand meaningful relationships with children are the foundation of their development.

100%	0%	0%
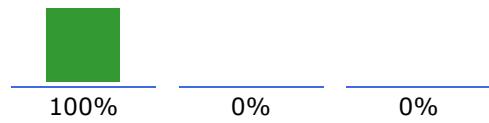
2. I approach and greet children and their families upon arrival (calling them by name).

33%	67%	0%
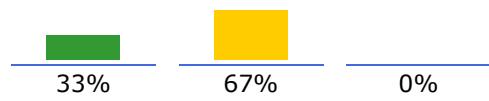
3. I talk with the child at their eye level.

67%	33%	0%
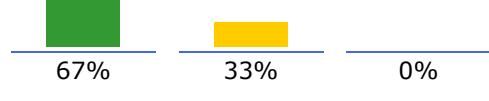
4. I support the family with a drop-off/pick up transition plan if needed.

0%	100%	0%
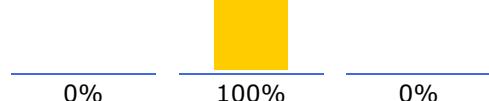
5. I show respect, consideration and warmth to all children by being present, available and approachable.

100%	0%	0%
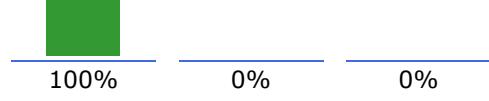
6. I speak to children calmly. My tone and voice are appropriately leveled.

67%	33%	0%
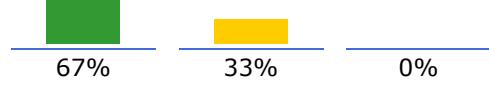
7. I use a variety of strategies to build relationships with children.

33%	67%	0%
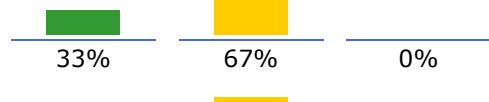
8. I use a variety of strategies for building relationships with all families.

0%	100%	0%
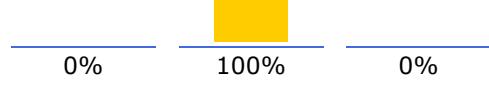
9. I create a welcoming and safe classroom that is a place where children and families like to be.

100%	0%	0%
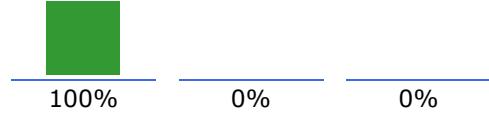
202. Examines own attitude as well as the family and cultural views towards children's behavior

1. I reflect on personal beliefs regarding the causes of unacceptable child behavior.

0%   100%   0%
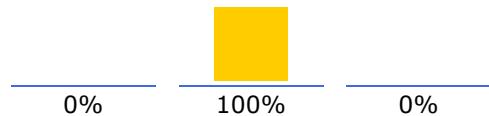
2. I examine my own biases toward challenging behavior.

33%   67%   0%
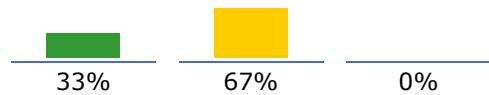
3. I understand a connection between the child's behavior, their emotional state and social development.

33%   33%   33%
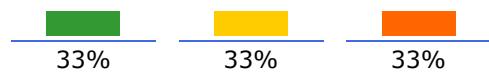
4. I understand that a child's behaviors are conveying a message (ex. I am hungry, I am sad, I need attention).

0%   33%   67%
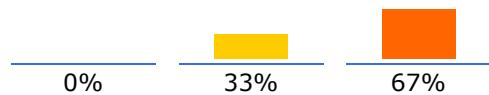
5. I identify behaviors that push my buttons (hitting, biting, whining, etc).

67%   33%   0%
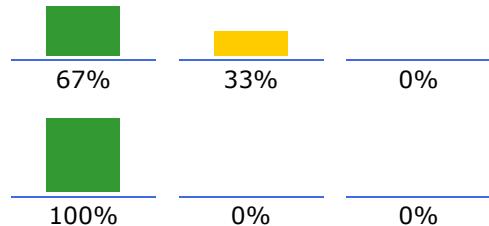
6. I am open to working together with my teaching team to problem-solve issues related to behaviors.

100%   0%   0%
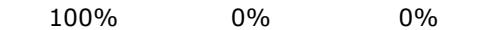
| 2. Designing the environment through classroom arrangement and management systems			
Skills and Indicators	**Consistently**	**Improving**	**Need Support**

203. Designing the environment

|	Consistently	Improving	Need Support
1. I arrange traffic patterns so that there are no wide open spaces that encourage running.	0%	100%	0%
2. I clearly define boundaries in all play spaces in learning centers.	67%	33%	0%
3. I provide enough materials in learning centers so each child has an equal opportunity to participate.	67%	33%	0%
4. I provide a variety of materials that encourage exploration of multiple textures (wood, metal, cloth, etc)	67%	33%	0%
5. I provide multiple choices in activities instead of expecting the class to play with the same toys.	67%	33%	0%
6. I consider children's interests when deciding what to put in learning centers.	67%	33%	0%
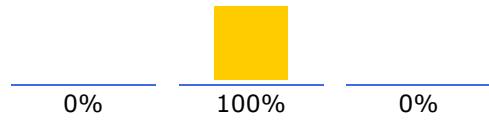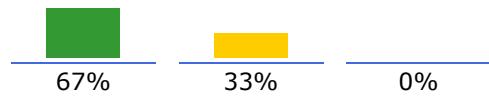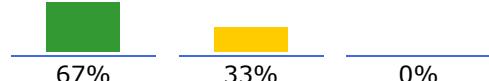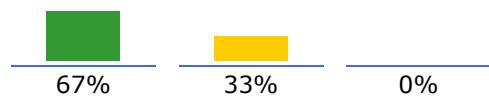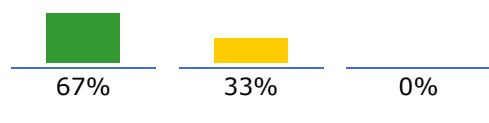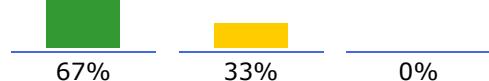
3. Creating Effective Schedules, Routines, and Transitions			
Skills and Indicators	**Consistently**	**Improving**	**Need Support**

204. Developing schedules and routines

	Consistently	Improving	Need Support
1. I design the daily schedule that includes a balance of active/calm, large group/small group, child-directed/teacher experiences	100%	0%	0%
2. I provide a daily routine that allows for ample amounts of free play.	67%	33%	0%
3. I post a visual daily schedule for children at their level to refer to so they can follow along during the day	67%	33%	0%
4. I use photos representing the key parts of the day	33%	67%	0%
5. I refer to this schedule throughout the day so children know what to expect.	0%	100%	0%
6. I make the visual schedule interactive so children can remove sections as the day progresses.	67%	33%	0%
7. I share with the children when there are changes in the schedule.	33%	33%	33%
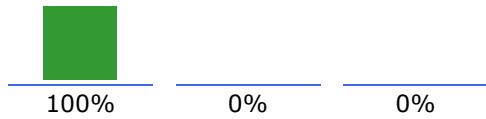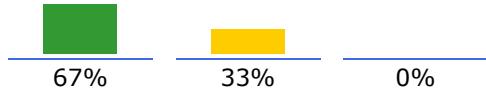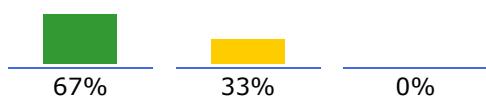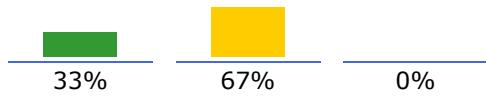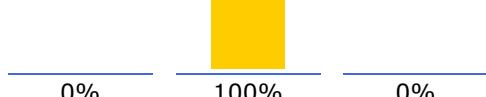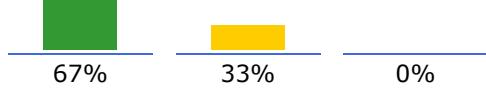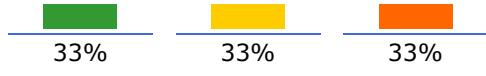
205. Providing Smooth Transitions

|	Consistently	Improving	Need Support
1. I design the schedule to minimize the number of transitions throughout the day.	67%	33%	0%
2. I structure transitions so that children do not spend excessive time waiting.	33%	67%	0%
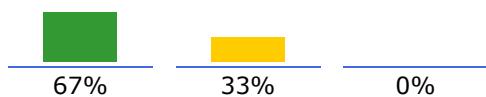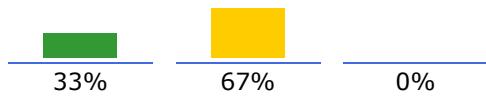
3. I teach expectations associated with transitions. Children know what to do during transitions.

100%	0%	0%
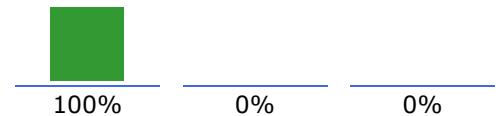
4. I provide a variety of cues for children before transitions that capture several senses.

67%	33%	0%
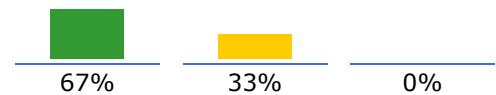
5. I check in individually with children who need extra support to warn about a transition.

33%	33%	33%
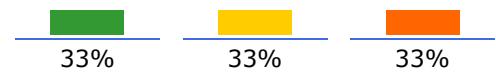
4. Activities and Experiences that Promote Engagement.			
Skills and Indicators	**Consistently**	**Improving**	**Need Support**

206. Designs activities to promote engagement

	Consistently	Improving	Need Support
1. I plan and offer activities with specific goals for individual children based on developmental level.	100%	0%	0%
2. I vary the topic of small group activities from day to day in response to children's interests.	0%	67%	33%
3. I provide opportunities for children to be involved in small group activities (instead of always in a large group).	67%	33%	0%
4. I plan and offer engaging small group activities that provide children with open-ended experiences.	67%	33%	0%
5. I provide positive descriptive feedback when children are engaged.	33%	67%	0%
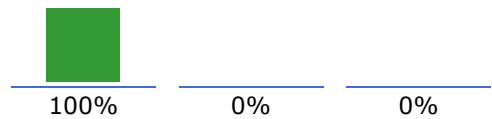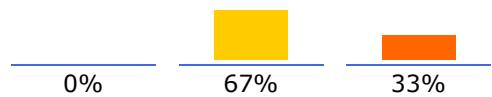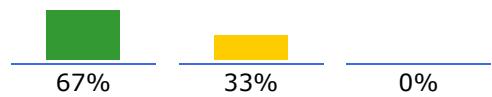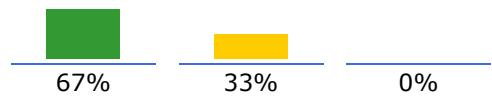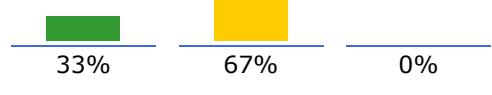
| 5. Providing Expectations with Clarity, Consistency, and Confidence			
Skills and Indicators	**Consistently**	**Improving**	**Need Support**

207. Giving Directions with Clarity

|	Consistently	Improving	Need Support
1. I gain children's attention before giving directions.	0%	100%	0%
2. I minimize the number of directions that I give based on the child's age and ability.	67%	33%	0%
3. I individualize the direction in order to provide clarity and understanding.	33%	67%	0%
4. I give clear directions by saying what is happening now and what is next.	67%	33%	0%
5. I state directions in the positive.	100%	0%	0%
6. I give children plenty of time to respond to directions by offering appropriate pauses.	33%	67%	0%
7. I give children choices and options when appropriate and as often as possible.	33%	67%	0%
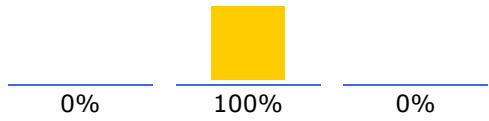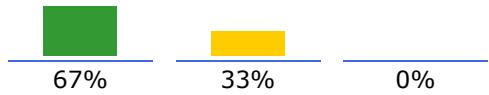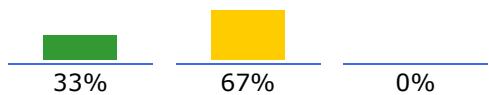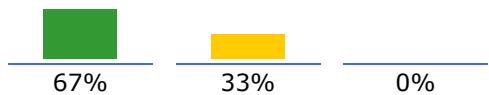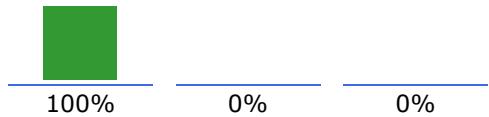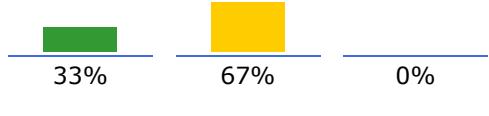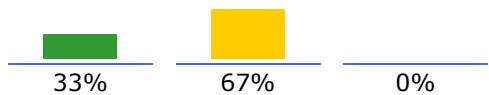
208. Establishing and enforcing clear rules, limits and consequences for behavior

|	Consistently	Improving	Need Support
1. I identify classroom rules with the children. 3-6 simple rules that encompass a variety of situations.	67%	33%	0%
2. I introduce developmentally appropriate expectations to children verbally and through visuals.	67%	33%	0%
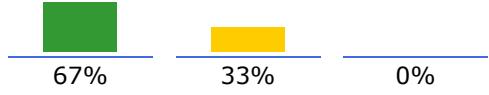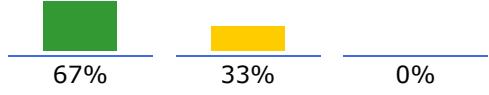
3. I teach expectations in developmentally appropriate ways.

67%   33%   0%
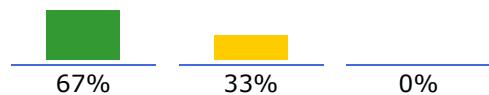
4. I provide opportunities for children to practice expectations.

33%   67%   0%
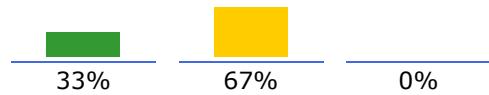
5. I state expectations in the positive and avoid words 'no' and 'don't as much as possible.

0%   100%   0%
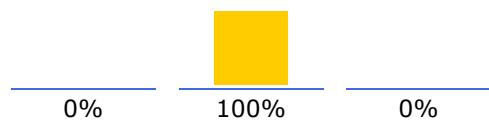
6. I use positive descriptive feedback and encouragement (instead of praise) .

0%   33%   67%
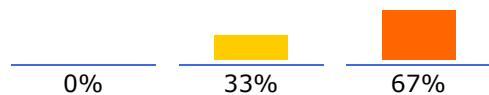
7. I provide feedback contingent on a child's efforts (not just by whether they succeeded).

33%   33%   33%
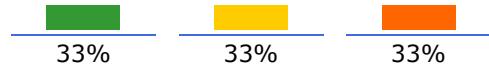
8. I provide non-verbal cues of appreciation like a smile, a glance, or a thumbs up.

67%   33%   0%
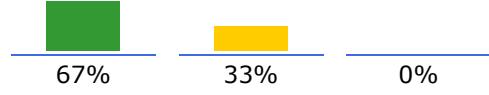
9. I involve other adults in acknowledging children.

0%   100%   0%
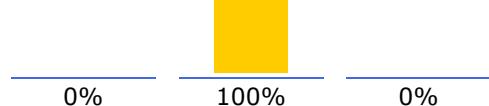
10. I model positive descriptive feedback and encouragement with other adults in the classroom.

33%   67%   0%
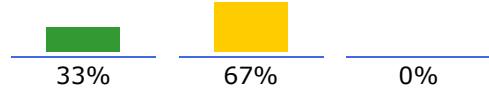
## 6. Interactions that Build Children's Self-Esteem and Encourage Autonomy

Skills and Indicators	Consistently	Improving	Need Support

209. Interacting with children to develop their self-esteem

|	Consistently	Improving	Need Support
1. I practice active listening with children.	67%	33%	0%
2. I avoid judgemental statements (I avoid, 'you should have…').	33%	67%	0%
3. I respond to children's ideas by asking questions and bringing their ideas into play.	67%	33%	0%
4. I recognize children's efforts by describing what I see, and tying it to rules or behavior.	67%	33%	0%
5. I show empathy and acceptance of children's feelings.	100%	0%	0%
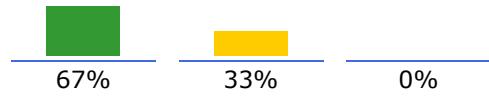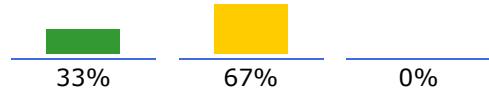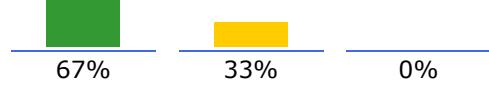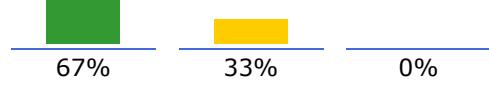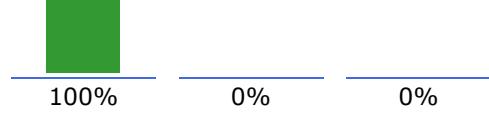
210. Showing empathy for individual children's needs

|	Consistently	Improving	Need Support
1. I respect and accommodate individual needs, personalities and characteristics.	100%	0%	0%
2. I adapt and adjust the program as needed to address individual needs.	33%	33%	33%
3. I convey acceptance of individual differences through planning, material selection and discussions.	67%	33%	0%
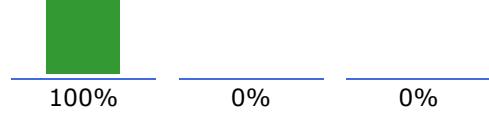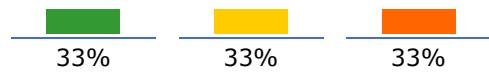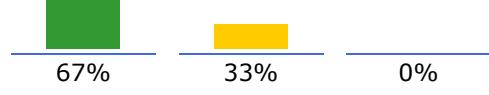
211. Encouraging Autonomy through Interactions

|	Consistently	Improving	Need Support
1. I provide children with opportunities to make choices in activities and daily routines.	67%	33%	0%
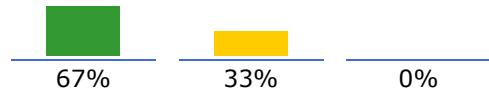
2. I provide children time to respond to or complete efforts independently before offering assistance.

67%   0%   33%

3. I create opportunities for children for decision-making, problem-solving and interacting with peers.

67%   33%   0%
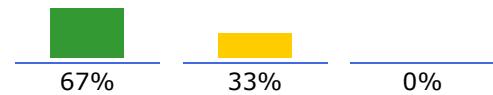
4. I offer children strategies for self-regulating and/or self-monitoring behaviors.

67%   33%   0%
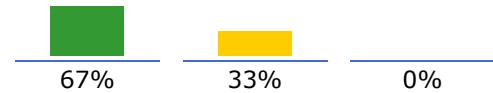
| 7. Teaching Social Skills using Prompting and Instruction			
Skills and Indicators	**Consistently**	**Improving**	**Need Support**

212. Using prompting and reinforcement of positive interactions effectively

|	Consistently	Improving	Need Support
1. I wait until interactions are finished before reinforcing. I do not interrupt positive interactions.	33%	67%	0%
2. I model phrases that children can use to initiate and encourage interactions.	67%	33%	0%
3. I incorporate stories, visuals and activities that promote empathy and awareness of helping others.	67%	33%	0%
4. I understand that 'turn-taking' is a more appropriate for toddlers vs expecting them to share.	67%	33%	0%
5. I use activities, schedules and routines to encourage and promote working cooperatively.	67%	33%	0%
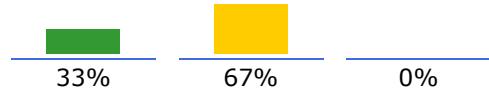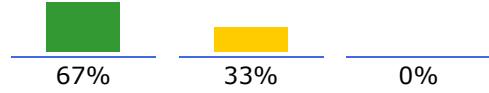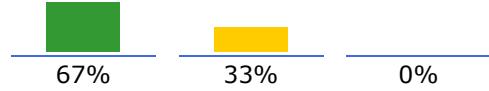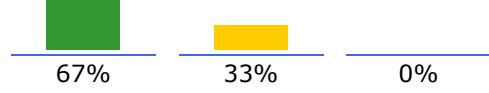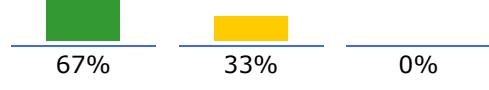
213. Providing instruction to aid in the development of social skills

|	Consistently	Improving	Need Support
1. I teach appropriate skills through lessons and role-playing.	67%	33%	0%
2. In my planning, I incorporate cooperative games, and activities that promote selfless behavior.	67%	33%	0%
3. I structure activities to encourage and teach both turn-taking and sharing.	67%	33%	0%
4. I utilize peers as models of desirable social behavior by creating settings that enhance modeling of others.	67%	33%	0%
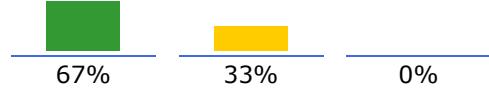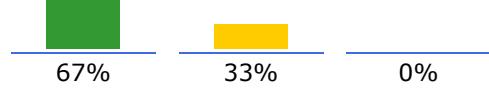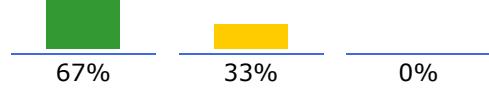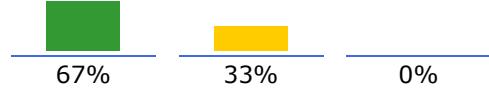
| 8. Identifying, Validating, and Helping Children Understand Emotions			
Skills and Indicators	**Consistently**	**Improving**	**Need Support**

214. Promoting identification and labeling of emotions in self and others

|	Consistently	Improving	Need Support
1. I use photographs of real people, pictures and posters that portray people in various emotional states.	0%	100%	0%
2. I use validation, labeling feelings, voice tones, and gestures to show an understanding of feelings.	33%	67%	0%
3. I assist in recognizing others feelings by pointing out facial expressions, voice tone, body language.	33%	67%	0%
4. I use real-life situations to practice problem-solving, first with defining the problem and emotions involved.	67%	0%	33%
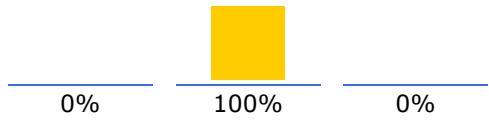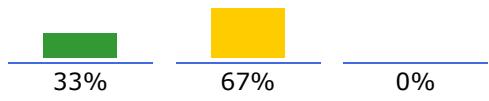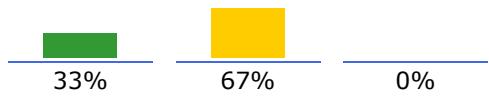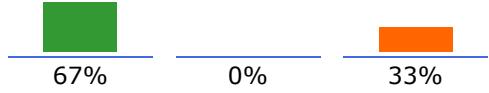
215. Exploring the nature of feelings and the appropriate ways they can be expressed

|	Consistently	Improving	Need Support
1. I teach that all emotions are okay, but not all expressions are okay.	67%	33%	0%
2. I label my own emotional state and provide an action statement.	67%	33%	0%
3. I provide positive descriptive feedback when children state they are feeling upset but are calm.	67%	33%	0%
4. I label negative feelings paired with actions to regulate.	33%	67%	0%
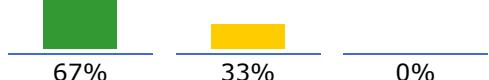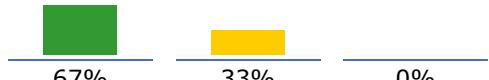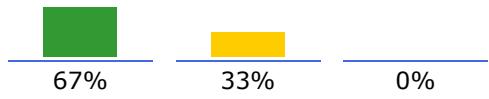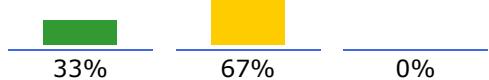
9. Teaching Problem-Solving Skills that Support Self-Regulation			
Skills and Indicators	**Consistently**	**Improving**	**Need Support**

216. Creating a planned approach for problem-solving processes within the classroom

	Consistently	Improving	Need Support
1. I use different strategies for different children based on their age and understanding.	67%	33%	0%
2. I provide simple problem-solving techniques through conversation and visuals.	33%	67%	0%
3. I problematize situations throughout the day to allow children to generate solutions.	67%	33%	0%
4. I take time to support children experiencing strong emotions through problem-solving efforts.	33%	67%	0%
5. I comment on and reinforce children's problem-solving efforts.	33%	33%	33%
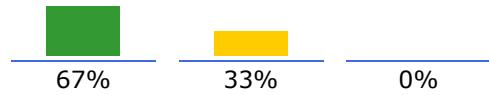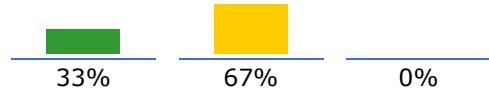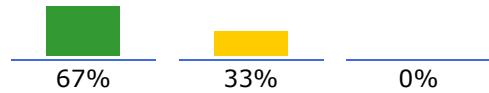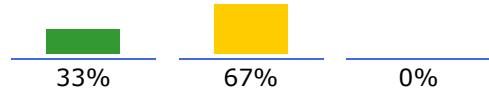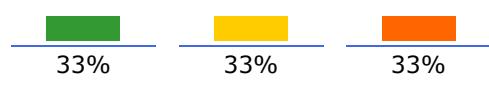
217. Promoting children's individualized emotional regulation that will enhance positive social interactions within the class

	Consistently	Improving	Need Support
1. I understand that co-regulation is often needed when big emotions overwhelm children.	67%	33%	0%
2. I label cues of emotion escalation for children.	67%	33%	0%
3. I help children identify choices with visual cues like a picture of a child asking a friend for help.	67%	33%	0%
4. I stay with the child until they appear regulated enough to manage independently.	100%	0%	0%
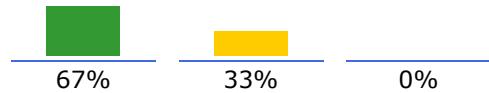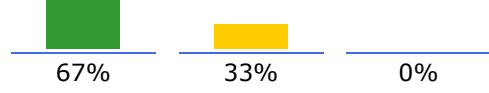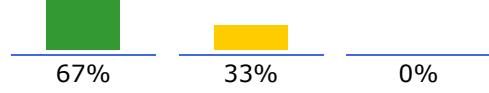
5. I display photographs of children working out situations.

33% 33% 33%
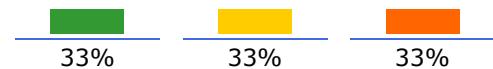
10. Developing a Behavior Support Plan with Families			
Skills and Indicators	**Consistently**	**Improving**	**Need Support**

218. Behavior Plan: Tier One

|	Consistently	Improving	Need Support
1. I reflect with my team about what the function of the unwanted behavior might be, based on observations of the child.	0%	67%	33%
2. I discuss with my team what aspects of the classroom/teaching could be adjusted to better meet this child's needs.	0%	33%	67%
3. I collaborate with my team on strategies to follow consistently to reinforce a new skill, replacing the unwanted behavior.	0%	33%	67%
4. I work with my team to create a basic written plan on how to shift an unwanted behavior, focusing on prevention strategies.	33%	33%	33%
5. I support this plan with my team by revisiting the written plan as needed.	67%	0%	33%
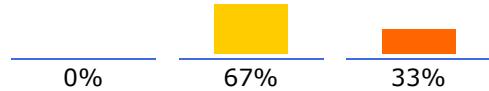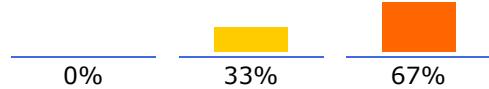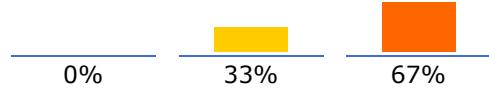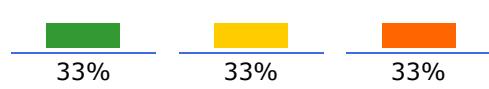
### 219. Behavior Plan: Tier Two
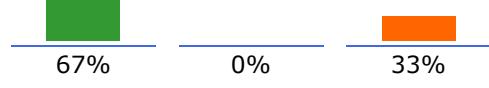
|	Consistently	Improving	Need Support
1. I invite families to collaborate in the behavior support process, sharing what is currently in place for the child.	33%	0%	67%
2. I accommodate the family's schedule so they can participate in the process.	33%	33%	33%
3. I continue to collect data and observations with my team to have current and objective input on the discussion.	67%	0%	33%
4. I share concerns I might have regarding the needs of the child based on my level of expertise.	0%	33%	67%
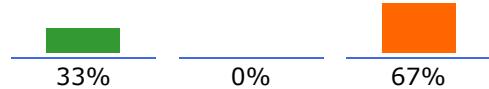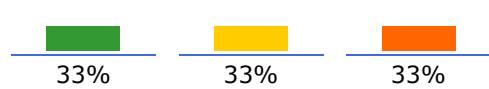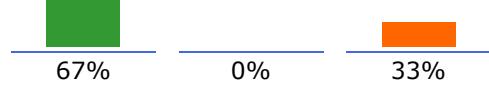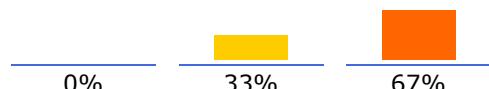
5. I collaboarate with all stakeholders to create a written behavior plan to continue to support the child.

0%   67%   33%
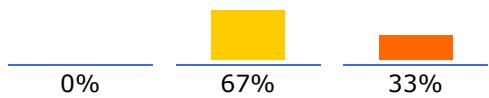
6. I support this plan with my team and continue to monitor progress and changes in the challenging behaviors.

0%   67%   33%
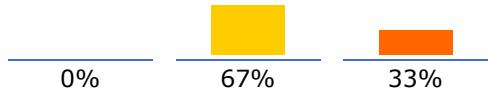
7. I make a plan with my team to keep families updated on progress by providing a time and space to converse.

0%   67%   33%
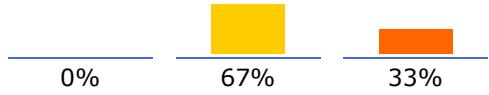
220. Behavior Plan: Tier Three

1. I work with my program to continue supporting the child while including outside support and resources.

0%   0%   100%
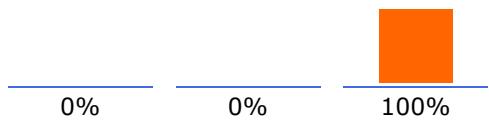
2. I continue to collect data/observations to monitor the behavior and provide documentation as appropriate.

0%   33%   67%
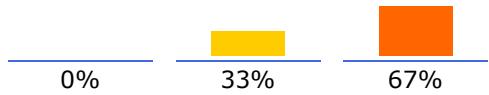
3. I contribute positively to the process by being open to developing new strategies and implementing them consistently.

0%   33%   67%
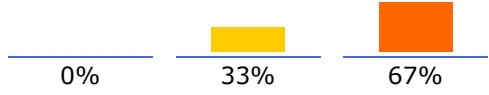
4. I know when to ask for support or a break when I find myself overwhelmed.

0%   0%   100%

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.

0%   33%   67%