



# Self-Assessment Results - Kay Collin

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## 1. Building Relationships through a meaningful and cultural approach

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

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

### 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.		✓	
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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### 203. Designing the environment

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- |   |   |   |  |
|---|---|---|--|
| 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 learning centers so each child has an equal opportunity to participate.      | ✓ |   |  |
| 4. I provide a variety of materials that encourage exploration of multiple textures (wood, metal, cloth, etc) | ✓ |   |  |
| 5. I provide multiple choices in activities instead of expecting the class to play with the same toys.        | ✓ |   |  |
| 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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#### 204. Developing schedules and routines

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|--|---|---|--|
| 1. I design the daily schedule that includes a balance of active/calm, large group/small group, child-directed/teacher 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 key parts of the day  |   | ✓ |  |
| 5. I refer to this schedule throughout the day so children know what to expect.  |   | ✓ |  |
| 6. I make the visual schedule interactive so children can remove sections as the day progresses.                                   | ✓ |   |  |
| 7. I share with the children when there are changes in the schedule.   | ✓ |   |  |

#### 205. Providing Smooth Transitions

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- |  |   |   |  |
|--|---|---|--|
| 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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#### 206. Designs activities to promote engagement

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|--|---|---|--|
| 1. I plan and offer activities with specific goals for individual children based on developmental level.               | ✓ |   |  |
| 2. I vary the topic of small group activities from day to day 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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### 207. Giving Directions with Clarity

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|--|---|---|--|
| 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.          |   | ✓ |  |

### 208. Establishing and enforcing clear rules, limits and consequences for behavior

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- |   |   |   |  |
|---|---|---|--|
| 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 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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### 209. Interacting with children to develop their self-esteem

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|--|---|---|--|
| 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.                                       | ✓ |   |  |

### 210. Showing empathy for individual children's needs

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- |  |   |   |  |
|--|---|---|--|
| 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. |   | ✓ |  |

### 211. Encouraging Autonomy through Interactions

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|--|--|--|--|
| 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 strategies for self-regulating and/or self-monitoring behaviors.



## 7. Teaching Social Skills using Prompting and Instruction

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

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|---|---|---|--|
| 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 understand that 'turn-taking' is a more appropriate for toddlers vs expecting them to share.       | ✓ |   |  |
| 5. I use activities, schedules and routines to encourage and promote working cooperatively.             | ✓ |   |  |

### 213. 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 both turn-taking and sharing.                                  |   | ✓ |  |
| 4. I utilize peers as models of desirable social behavior by creating settings that enhance modeling of others. | ✓ |   |  |

## 8. Identifying, Validating, and Helping Children Understand Emotions

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

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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 and emotions involved.



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

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

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|--|---|---|--|
| 1. I use different strategies for different children based on their age and understanding.       | ✓ |   |  |
| 2. I provide simple problem-solving techniques through conversation and visuals.                 |   | ✓ |  |
| 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.                                | ✓ |   |  |

### 217. Promoting children's individualized emotional regulation that will enhance positive social interactions within the class

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

situations.



## 10. Developing a Behavior Support Plan with Families

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

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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.



### 219. Behavior Plan: Tier Two

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



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



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



## 220. Behavior Plan: Tier Three

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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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