

# Preschool Behavior Support Self-Assessment

| Feature   | How Consistently? |           |       | Priority  |
|---|-------------------|-----------|-------|---|
|   | Always            | Sometimes | Never |   |
| <b>I use a predictable, orderly classroom environment to support positive behavior.</b>   |                   |           |       | After rating all features, star your priorities |
| I build caring, positive relationships with every child and family to encourage communication and trust.  |                   |           |       |   |
| My classroom uses visual cues and labels to prevent problem behavior (e.g., pictures that indicate where to sit during circle, signs that represent the number of students per center). |                   |           |       |   |
| Different areas in my classroom have clearly defined physical boundaries.   |                   |           |       |   |
| My classroom does not have wide-open areas where children might run.  |                   |           |       |   |
| Children and adults can move easily throughout the different areas of my room.  |                   |           |       |   |
| I can easily monitor students from various places in the room—there are no “blind spots.”   |                   |           |       |   |
| Activity materials are prepared in advance and adequate for the students per activity.  |                   |           |       |   |
| Our schedule balances teacher- and child-directed and large and small group activities.   |                   |           |       |   |
| My classroom has an illustrated schedule posted at students’ eye level.   |                   |           |       |   |
| My class consistently follows our schedule; I refer to the schedule throughout the day.   |                   |           |       |   |
| I provide students with a warning prior to transitions (e.g., “5 more minutes until clean up”).   |                   |           |       |   |
| I use more than a verbal signal to indicate the beginning of a transition (e.g., ring a bell).  |                   |           |       |   |
| I use transitions to pre-correct behavior (reminding students of expectations for new setting).   |                   |           |       |   |
| I plan for transitions, including ways to keep students engaged (e.g., finger plays, songs).  |                   |           |       |   |
| <b>I define and teach expectations to support positive behavior.</b>  |                   |           |       |   |
| My classroom has 2-5 positively stated behavior expectations (e.g., Be Kind, Be Safe).  |                   |           |       |   |
| Classroom expectations are illustrated and posted at students’ eye level.   |                   |           |       |   |
| I use our expectations to establish rules specific to our typical settings (e.g., at circle, “Be Kind” means listen to others and use an inside voice).                                 |                   |           |       |   |
| I explicitly teach and review classroom expectations for each of our typical settings.  |                   |           |       |   |
| After I teach expectations, my students could state them to me if asked.  |                   |           |       |   |
| I communicate with families about our classroom’s behavior expectations.  |                   |           |       |   |
| I explain expectations to others who will interact with students (e.g., assistants, volunteers).  |                   |           |       |   |
| <b>I acknowledge appropriate behavior and respond consistently to problem behavior.</b>   |                   |           |       |   |
| I provide students with positive feedback 4 times more often than negative feedback.  |                   |           |       |   |
| I comment on appropriate behavior with specific, descriptive feedback (e.g., “Way to share that toy—you are a <i>kind</i> friend!”).  |                   |           |       |   |
| I have a system that goes beyond verbal praise to acknowledge individual appropriate behavior (e.g., routine spotlight during circle).  |                   |           |       |   |
| I share information with families about their child’s appropriate behavior.   |                   |           |       |   |
| I have a system to acknowledge class-wide appropriate behavior (e.g., celebrate by playing a favorite game or taking 5 extra minutes outside).  |                   |           |       |   |
| I have defined what problem behavior looks like in my classroom.  |                   |           |       |   |
| I respond consistently to problem behavior (e.g., I always give a prompt before a warning).   |                   |           |       |   |
| I use consequences for problem behavior that are logical and natural.   |                   |           |       |   |
| I can respond to problem behavior without interrupting classroom activities or instruction.   |                   |           |       |   |
| <b>I collect data and use it to make decisions that support positive behavior.</b>  |                   |           |       |   |
| I know about patterns of student engagement based on collected data.  |                   |           |       |   |
| I know how much time we spend transitioning based on collected data.  |                   |           |       |   |
| I know about how and when students follow behavior expectations based on collected data.  |                   |           |       |   |
| I take time to review data I have collected and make changes to my classroom accordingly.   |                   |           |       |   |

## Taking the Self-Assessment

- Record the date: \_\_\_\_\_
- Give yourself 10-20 minutes to complete the survey.
- Evaluate how consistently (*always, sometimes, never*) you employ each behavior support feature by marking in the appropriate “How Consistently?” column on the right side of the page.
- After rating how consistently you incorporate each feature in your classroom, review any items rated “sometimes” or “never.” Star any items that are a priority for improvement in the “Priority” column on the far right side of the page.

## Taking Action

*Celebrate your “Always” answers—list three elements of your practice that support positive behavior.*

- 1.
- 2.
- 3.

*For the features you identified as priorities, choose 1-3 that are important to you right now and plan next steps.*

- Choose your **goal**. What do you hope to achieve?
- Outline the **process** you will follow to achieve your goal. Focus on observable and measurable steps.
- Indicate how you will **monitor** your progress. How will you know you accomplished each step?

| Goal | Steps / Process | Monitoring |
|------|-----------------|------------|
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Plan a date for your next self-assessment: \_\_\_\_\_