



Building Resilient Children

Early Childhood Educator Self-Assessment

Building Your Resiliency Classroom Plan

Take about 10 – 15 minutes to self-reflect and complete this Early Childhood Program Resiliency assessment. This will give you some data to focus you on how to build a more trauma-informed and resilient program and environment.

Be sure to check “rarely”, “sometimes” or “frequently” for each of the statements in the 8 categories listed below.

Arrivals and Departures

	Rarely	Sometimes	Frequently
I greet each child at the beginning of the day and say goodbye at the end of the day.			
I make eye contact with the child and family.			
I check in on each child’s “emotional temperature” at the start of his/her day.			
I make a positive comment at each child’s arrival and invite them to join the classroom.			
I pay attention to how each child joins into the daily activities and provide support as needed.			

Building the Teacher/Child Relationship

	Rarely	Sometimes	Frequently
I use positive affirmations with the children.			
I learn about each child’s cultural background (ethnicity, religion, family values, etc.)			
I have two-way conversations with each the children in the classroom daily.			
I use positive touch to create a connection with children in the classroom.			
I listen to and observe the child and show an interest in their play.			

Child Self-Regulation

	Rarely	Sometimes	Frequently
I help children to learn to identify and name their emotions			
I teach the children calming or mindfulness techniques to use when their sensory system is over-loaded.			
I help children learn cognitive regulation which includes impulse control, focused attention and problem-solving.			
I try to understand what is the purpose of the child’s behavior, even when the behavior is challenging.			
I help children read and interpret social cues such as verbal and non-verbal messages.			

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Classroom Environment

	Rarely	Sometimes	Frequently
The area for greeting and departure is soothing and non-stimulating.			
Cozy, quiet spaces are provided for the children.			
Materials are organized, labeled and at children's level.			
I use a pictorial daily schedule to help the children understand the class routine.			
The classroom is designed as a place to promote children's independence, choices and connections to the group.			

Family Engagement

	Rarely	Sometimes	Frequently
I communicate with each child's family on at least a weekly basis.			
I use multiple communication methods (i.e., text, email, voicemail) to reach parents in a way that they find convenient.			
I take notes or photos specific to positive activities or achievements of each child and share these with parents/guardians.			
I offer parent conferences at times that families can participate.			
I invite parent's involvement in their child's classroom and offer options to them such as sending in photos, sharing a talent or vocational skill and or helping at a program event.			

Play-based Learning

	Rarely	Sometimes	Frequently
I create an environment that encourages developmentally appropriate play that is open-ended and child-initiated.			
I involve the children in experiences involving rhythm, movement and music which helps organize the child's brain.			
I provide language-rich activities to increase vocabulary and language development.			
I see children's mistakes as opportunities to support them to learn problem-solving and find solutions.			
I provide inquiry-based curriculum which encourages children to think, make connections between ideas and conduct hands-on investigations.			



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Teacher Self-regulation

	Rarely	Sometimes	Frequently
I know my own “trigger” hot buttons and can control my emotional response in front of the children.			
I use a calm, soft tone of voice with the children.			
I set a leisurely pace in the daily classroom schedule.			
I use several coping techniques to calm or re-energize myself after a difficult moment or situation.			
I look to other staff for help and support to build strengths working with children.			

Transitions

	Rarely	Sometimes	Frequently
I use the pictorial classroom schedule and other visual/auditory cues to prepare the children for a transition.			
I give the children in the class advance notice that a transition will be occurring soon.			
I keep transitions to a minimum, make them brief and provide simple activities the children can do while waiting.			
I set routines and communicate and demonstrate the expectations.			
I give children information about what will happen next after the transition.			

After completing and submitting this self-assessment, you can complete your Program Resiliency Improvement Plan by using the template and other resources.