



Building Resilient Children

Early Childhood Educator Observed Assessment

Building Your Resiliency Classroom Plan

To get another point of view, ask a trusted colleague to observe and/or interview you for at least 30 minutes and fill out this 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
The educator greets each child at the beginning of the day and says goodbye at the end of the day.			
The educator makes eye contact with the child and family.			
The educator checks in on each child’s “emotional temperature” at the start of his/her day.			
The educator makes a positive comment at each child’s arrival and invites them to join the classroom.			
The educator pays attention to how each child joins into the daily activities and provides support as needed.			

Building the Teacher/Child Relationship

	Rarely	Sometimes	Frequently
The educator uses positive affirmations with the children.			
The educator learns about each child’s cultural background (ethnicity, religion, family values, etc.)			
The educator has two-way conversations with each of the children in the classroom daily.			
The educator uses positive touch to create a connection with the children in the classroom.			
The educator listens to and observes the child and shows an interest in their play.			

Child Self-Regulation

	Rarely	Sometimes	Frequently
The educator helps children to learn to identify and name their emotions			
The educator teaches the children calming or mindfulness techniques to use when their sensory system is over-loaded.			
The educator helps children learn cognitive regulation which includes impulse control, focused attention and problem-solving.			
The educator tries to understand what is the purpose of the child’s behavior, even when the behavior is challenging.			

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The educator helps 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.			
The educator uses 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
The educator communicate) with each child's family on, at least, a weekly basis.			
The educator uses multiple communication methods (i.e., text, email, voicemail) to reach parents in a way that they find convenient.			
The educator takes notes or photos specific to positive activities or achievements of each child and shares these with parents/guardians.			
The educator offers parent conferences at times that families can participate.			
The educator invites parent's involvement in their child's classroom and offers 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
The educator creates an environment that encourages developmentally appropriate play that is open-ended and child-initiated.			
The educator involves the children in experiences involving rhythm, movement and music which helps organize the child's brain.			
The educator provides language-rich activities to increase vocabulary and language development.			
The educator sees children's mistakes as opportunities to support them to learn problem-solving and find solutions.			



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The educator provides 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
The educator knows their own “trigger” hot buttons and can control their emotional response in front of the children.			
The educator uses a calm, soft tone of voice with the children.			
The educator sets a leisurely pace in the daily classroom schedule.			
The educator uses several coping techniques to calm or re-energize self after a difficult moment or situation.			
The educator looks to other staff for help and support to build his/her strengths working with children.			

Transitions

	Rarely	Sometimes	Frequently
The educator uses the pictorial classroom schedule and other visual/auditory cues to prepare the children for a transition.			
The educator gives the children in the class advance notice that a transition will be occurring soon.			
The educator keeps transitions to a minimum, makes them brief and provides simple activities the children can do while waiting.			
The educator sets routines and communicates and demonstrates the expectations.			
The educator gives 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.