

Needs Assessment 11: Social Emotional Teaching Strategies

Skills and Indicators	Consistently	Occasionally	Seldom	Observations/Evidence
Models appropriate expressions and labeling of their own emotions and self-regulation throughout the course of the day	3	2	1	
<input type="checkbox"/> Labels positive feelings				
<input type="checkbox"/> Labels negative feelings paired with actions to regulate				
Creates a planned approach for problem solving processes within the classroom	3	2	1	
<input type="checkbox"/> Individualizes the planned approach to the appropriate level of the child				
<input type="checkbox"/> Systematically teaches the problem solving steps: a What is my problem? b What are some solutions? c What would happen next? d Try out the solution.				
<input type="checkbox"/> "Problematizes" situations throughout the day to allow children opportunities to generate solutions				
<input type="checkbox"/> Takes time to support children through the problem solving process during heated moments				
<input type="checkbox"/> Comments on and reinforces children's problem solving efforts				
Promotes children's individualized emotional regulation that will enhance positive social interactions within the classroom	3	2	1	
<input type="checkbox"/> Helps children recognize cues of emotional escalation				
<input type="checkbox"/> Helps children identify appropriate choices				
<input type="checkbox"/> Helps children try solutions until the situation is appropriately resolved				
<input type="checkbox"/> Displays photographs of children working out situations				