

SEFEL Classroom Self-Assessment

Prior to school starting, center staff uses to review what implementation of SEFEL looks like. Use the form throughout the year to ensure SEFEL effectiveness is sustained and/or improving. See P-146 b i.

Classroom : _____ **Center:** (circle) **TB DG EC** **Date:** _____

Rate each item based on your current experiences (3=consistently; 2=sometimes, 1=seldom/never)

Physical environment fosters development of self-regulation, emotional understanding, and social skills				
Space - includes:	1	2	3	Notes
• learning centers with clear boundaries				
• fluid traffic pattern with no wide-open spaces				
• structure and organization for seated activities				
• adult supervision and monitoring (e.g., zone, man-to-man)				
Schedule - includes:				
• schedule & routines: followed, appear to be known to children				
• balance of teacher and child-directed activities				
• balance of large, small, individual activity opportunities				
• teacher-directed activities maximum 20 minutes				
Materials - are:				
• adequate in number in all learning centers				
• developmentally appropriate and interesting for range of children in room				
• inclusive of children's preferences				
• organized, well displayed				
• prepared before children arrive				
• accessible to children independently				
• space is arranged so that activities are not interrupted				
Transitions				
• transitions between activities follow specific routines that are made clear to children				
• children receive prompts for upcoming transitions				
• prompts are varied as needed for individual children				
• minimum time during the day is spent in transitions				
• learning opportunities are a part of transitions (little "wait time")				

Social environment fosters development of self-regulation, emotional understanding, and social skills				
Tone of classroom	1	2	3	Notes
• children are actively engaged in productive activities				
• children treat one another with respect				
• teachers tell children what TO DO, rather than DON'T				
• teachers enthusiastically notice and comment on appropriate behavior				
• teachers respond more to positive than to negative behavior				
Teacher-child interaction - teachers:				
• greet children by name on arrival and throughout day				
• communicate on eye level				
• join play to support/expand - leave leadership with child				
• converse with children (initiating/responding) during routines and activities				
• respond to children's ideas				
• respond to children's feelings				

Giving directions - teachers:				
• give directions in clear consistent manner				
• individualize directions when needed for certain children				
• check children's understanding of directions				
• give choices and options when appropriate				

Learning environment teaches self-regulation, emotional understanding, and social skills				
Teaching self-regulation	1	2	3	Notes
• rules are few in number and important (e.g., safety, respect)				
• rules are clearly communicated to children				
• rules are used to promote independence and self-regulation				
• rules are stated using positive language				
• rules are enforced consistently and fairly				
• natural consequences are used for positive and negative behavior				
• children are reinforced for following the rules				
• teachers model emotion-regulation strategies				
Teaching emotional understanding				
• children's emotions are validated - emotions are OK, but not all expressions are OK				
• emotion signals (facial expressions, words) are described				
• positive and negative feelings are acknowledged and labeled				
• large/small group activities are used to talk about and teach children about emotions				
• natural teaching opportunities are used to teach about emotions, emotional behavior, and acceptable ways to express emotions (own and others' emotions)				
Teaching positive behavior				
• provide materials/activities that encourage cooperation and interaction				
• provide opportunities for peer buddies				
• monitor room/group and provide assistance or change activity when needed				
• use descriptive language to notice what children are doing well				
• teach strategies for initiating and responding to peers				
• comment enthusiastically on positive peer interactions				
• use peer models as examples				
• teach strategies for problem solving and working together via large/small group activities				
• use natural teaching opportunities to teach appropriate social behavior (e.g., problem solving)				