

Self-assessment Questionnaire

Welcome!

Welcome to the Program Leader's Guide to Supporting All Children's Success self-assessment! To help you prioritize what recommendations are most necessary and timely to implement in your program, we have developed this brief self-assessment questionnaire. The questions are meant to help you reflect on your program's current policies, practices, and needs. The results of the self-assessment will provide you a roadmap to navigating the guide and examining your strengths and needs.

The self-assessment should only take approximately 5-7 minutes to complete. All data retrieved through the self-assessment will be confidential and will help you to prioritize and individualize your experience with the guide.

TIER 1: Implement program-wide policies, procedures, and practices that reduce the need for exclusionary discipline

Please rate your level of agreement which each of the following statements on a scale of 1 to 4.

Q1.1

Our program collects and reviews data on challenging behavior and discipline incidents that includes the race, age, gender, and Individualized Family Service Plan (IFSP)/Individualized Education Program (IEP) status of the child involved, as well as the staff involved, time, and place it occurred.

- 1 - Disagree (1)
- 2 (2)
- 3 (3)
- 4 - Agree (4)

Q1.2_1

Staff at our program view parents and families as partners in promoting the well-being of children.

- 1 - Disagree (1)
- 2 (2)
- 3 (3)
- 4 - Agree (4)

Q1.2_2

Our program has a clear plan for how staff should engage with parents as partners in supporting their children's behavior and performance at school.

- 1 - Disagree (1)
- 2 (2)
- 3 (3)
- 4 - Agree (4)

Q1.3_1

Providers/teachers in our program are interested in teaming together to understand and address challenging behaviors that are common in the community of children we serve.

- 1 - Disagree (1)
- 2 (2)
- 3 (3)
- 4 - Agree (4)

Q1.3_2

Our program wants to know more about the extent to which children being served in our program demonstrate particular kinds of challenging behaviors.

- 1 - Disagree (1)
- 2 (2)
- 3 (3)
- 4 - Agree (4)

Q1.3_3

Our program is interested in using data to identify which children could benefit from being matched with resources and intervention services to help strengthen social-emotional competences.

- 1 - Disagree (1)
- 2 (2)
- 3 (3)
- 4 - Agree (4)

Q1.4_1

Our program meets the NAEYC or Head Start Performance Standards (as applicable) teacher-child ratios displayed below:

- 1 - Disagree (1)
- 2 (2)
- 3 (3)
- 4 - Agree (4)

NAEYC Teacher-Child Ratios

Teacher-Child Ratios within Group Size (assessed in Criterion 10.B.12)											
Age Category	Age Range ¹	Group Size ²									
		6	8	10	12	14	16	18	20	22	24
Infant	Birth to 15 months	1:3	1:4								
Toddler /Two	12 to 28 months	1:3	1:4	1:4 ³	1:4						
	21 to 36 months		1:4	1:5	1:6						
Preschool	30 to 48 months (2½ to 4 years)				1:6	1:7	1:8	1:9			
	48 to 60 months (4 to 5 years)						1:8	1:9	1:10		
	60 months to Kindergarten Enrollment (5 years to Kindergarten Enrollment)						1:8	1:9	1:10		
Kindergarten	Enrolled in any public or private kindergarten								1:10	1:11	1:12

¹ These age ranges purposefully overlap. If a group includes children whose ages range beyond the overlapping portion of two age categories, then the group is a mixed-age group. For mixed-age groups, universal criteria and criteria relevant to the age categories for that group apply.

² Group sizes as stated are ceilings, regardless of the number of staff.

³ Group size of 10 is permissible for this age range, but an additional adult is required to stay within the best practice ratio.

Head Start Program Performance Standards on Teacher-Child Ratios

Program Option	Age of Children	Group Size	Adult/Child Ratio/Case Load	Reference
Center Based	0-3 years	8	1 Teacher for every 4 children	1302.21(b)(2)
Center Based	4-5 years	17-20 children, with a maximum of 20 children enrolled in any one class.	2 paid staff people per class – Teacher and Teacher Aide, or Two Teachers.	1302.21(b)(3)(4)
	3 years	15-17 children, with a maximum of 17 children enrolled in any one class.		
Center Based – Double Session	3 years	13-15 children. With a maximum of 15 children		
Home Based	0-5 years old	Individual Family Home visit – One home visit per week that is at minimum 1.5 hour Provide, at minimum, 22 group solicitation activities over the course of the year	Case Load of 10-12 children with a maximum of 12	1302.22(c)
Family Childcare	0-5 years	With one child care provider: Maximum group size is 6 children with no more than 2 children under the age of 2. With two child care providers: maximum group size is 12 with no more than 4 children under age of 2.	Child Care Provider’s own children under the age of 6 must be counted in the ratio when they are home	1302.23(b)
	Infants and toddlers	One child care provider may care for 4 infants and toddlers with no more than 2 under the age of 18 months.		

Q1.4_2

Our program regularly utilizes volunteers to provide support to providers/teachers and/or assist with child care responsibilities.

- 1 - Disagree (1)
- 2 (2)
- 3 (3)
- 4 - Agree (4)

Q1.5

Providers/teachers in our program have designated time during the work day when they are relieved of activities directly working with children.

- 1 - Disagree (1)
- 2 (2)
- 3 (3)
- 4 - Agree (4)

Q1.6_1

Providers/teachers in our program have designated time to collaborate regularly during work hours.

- 1 - Disagree (1)
- 2 (2)
- 3 (3)
- 4 - Agree (4)

Q1.6_2

Providers/teachers in our program feel comfortable coming to me with issues around challenging behavior.

- 1 - Disagree (1)
- 2 (2)
- 3 (3)
- 4 - Agree (4)

Q1.6_3

Providers/teachers in our program regularly show signs of stress, including self-reports of stress, as well as observed symptoms of depression or anxiety.

- 1 - Disagree (1)
- 2 (2)
- 3 (3)
- 4 - Agree (4)

Q1.7

Our program provides ongoing training and support for staff on cultural awareness and understanding our implicit biases.

- 1 - Disagree (1)
- 2 (2)
- 3 (3)
- 4 - Agree (4)

Q1.8_1

Providers/teachers in our program have sufficient guidance on how to provide differentiated instruction and supports -- what to do for all children, when children need additional supports and what to do for those children.

- 1 - Disagree (1)
- 2 (2)
- 3 (3)
- 4 - Agree (4)

Q1.8_2

Our program or school is effectively implementing a multi-tiered system of support framework such as the Pyramid Model, Positive Behavioral Intervention and Supports (PBIS) or Response to Intervention (RTI).

- 1 - Disagree (1)
- 2 (2)
- 3 (3)
- 4 - Agree (4)

TIER 2: Support individual classroom providers/teachers in providing a culturally and developmentally appropriate environment that nurtures children's social-emotional development.

Q2.1_1

Providers/teachers and staff in our program have expressed interest in developing classroom management techniques that support the development of children's social and emotional competences.

- 1 - Disagree (1)
- 2 (2)
- 3 (3)
- 4 - Agree (4)

Q2.1_2

Providers/teachers in our program have expressed interest in working with a professional who can model methods of interacting with children in ways that are developmentally appropriate, culturally responsive, and promotes children's social and emotional competencies.

- 1 - Disagree (1)
- 2 (2)
- 3 (3)
- 4 - Agree (4)

Q2.1_3

Parents and family members in our program have expressed interest in working with a professional who can model methods of interacting with children in ways that promotes children's social and emotional competencies.

- 1 - Disagree (1)
- 2 (2)
- 3 (3)
- 4 - Agree (4)

Q2.1_4

Parents and family members in our program have reported having trouble addressing the needs of their child(ren) who demonstrate(s) challenging behaviors.

- 1 - Disagree (1)
- 2 (2)
- 3 (3)
- 4 - Agree (4)

Q2.1_5

Providers/teachers in our program are interested in supporting their own mental and emotional well-being so they are better able to fulfill the mission of our program.

- 1 - Disagree (1)
- 2 (2)
- 3 (3)
- 4 - Agree (4)

Q2.2_1

Providers/teachers in our program effectively foster responsive adult-child interactions and nurturing relationships.

- 1 - Disagree (1)
- 2 (2)
- 3 (3)
- 4 - Agree (4)

Q2.2_2

Providers/teachers in our program effectively structure their classrooms and physical environments (e.g., predictable visual schedules & developmentally appropriate classroom rules).

- 1 - Disagree (1)
- 2 (2)
- 3 (3)
- 4 - Agree (4)

Q2.3_1

Providers/teachers in our program effectively provide natural opportunities and activities for building children's emotional literacy.

- 1 - Disagree (1)
- 2 (2)
- 3 (3)
- 4 - Agree (4)

Q2.3_2

Providers/teachers in our program effectively provide natural opportunities and activities for building children's self-regulation and self-management.

- 1 - Disagree (1)
- 2 (2)
- 3 (3)
- 4 - Agree (4)

Q2.3_3

Providers/teachers in our program effectively provide natural opportunities and activities for building children's social problem solving and conflict-resolution skills.

- 1 - Disagree (1)
- 2 (2)
- 3 (3)
- 4 - Agree (4)

Q2.4

Providers/teachers in our program feel comfortable and have received training on how to interact with families of diverse backgrounds and intentionally try to make our school a welcoming place for all families of any race, culture, language background, and ability status.

- 1 - Disagree (1)
- 2 (2)
- 3 (3)
- 4 - Agree (4)

TIER 3: Provide teachers with the training and tools they need to manage individual children's specific behavioral challenges common in the early years.

Q3.12_1

When challenging behavior occurs in the classroom, providers/teachers in our program consistently document what is happening (including frequency, location, reasons for, and responses to the challenging behavior).

- 1 - Disagree (1)
- 2 (2)
- 3 (3)
- 4 - Agree (4)

Q3.12_2

Providers/teachers in our program or school receive training on assessing the function of and responding to an individual child's challenging behaviors.

- 1 - Disagree (1)
- 2 (2)
- 3 (3)
- 4 - Agree (4)

Q3.12_3

Providers/teachers in our program feel confident using strategies and tools for developing assessment-based behavior support plans to support individual children with challenging behavior.

- 1 - Disagree (1)
- 2 (2)
- 3 (3)
- 4 - Agree (4)

Q3.12_4

Our program or school consistently consults with a behavior support specialist to address an individual child's challenging behavior.

- 1 - Disagree (1)
- 2 (2)
- 3 (3)
- 4 - Agree (4)

Q3.12_5

Providers/teachers in our program effectively take a team-based approach to meet the needs of individual children with challenging behavior. This team may include teachers, parents, behavior consultants, and school administrators.

- 1 - Disagree (1)
- 2 (2)
- 3 (3)
- 4 - Agree (4)

SCORING INSTRUCTIONS

For each question, see the table below to tally up the points for the questions related to each recommendation. Then, if you have the points needed, that "triggers" the recommendation.

Question	You get a point if you...	Tally Points	Recommendation	The recommendation is triggered if you have...	Triggered? (check)
1.1	Disagree (1 or 2)		1.1 Using Data	1 pt.	<input type="checkbox"/>
1.2_1	Disagree (1 or 2)		1.2 Family Partnerships	1 or 2 pts.	<input type="checkbox"/>
1.2_2	Disagree (1 or 2)				
1.3_1	Agree (3 or 4)		1.3 Developmental Screening	2 or 3 pts.	<input type="checkbox"/>
1.3_2	Disagree (1 or 2)				
1.3_3	Agree (3 or 4)				
1.4_1	Disagree (1 or 2)		1.4 Teacher-Child Ratios	1 or 2 pts.	<input type="checkbox"/>
1.4_2	Disagree (1 or 2)				
1.5	Disagree (1 or 2)		1.5 Teacher Work Hours	1 pt.	<input type="checkbox"/>
1.6_1	Disagree (1 or 2)		1.6 Supportive Staff Culture	2 or 3 pts.	<input type="checkbox"/>
1.6_2	Disagree (1 or 2)				
1.6_3	Agree (3 or 4)				
1.7	Disagree (1 or 2)		1.7 Cultural Awareness	1 pt.	<input type="checkbox"/>
1.8_1	Disagree (1 or 2)		1.8 Multi-tiered Systems	1 or 2 pts.	<input type="checkbox"/>
1.8_2	Disagree (1 or 2)				
2.1_1	Agree (3 or 4)		2.1 Mental Health Consultation	3 or 4 pts.	<input type="checkbox"/>
2.1_2	Agree (3 or 4)				
2.1_3	Agree (3 or 4)				
2.1_4	Agree (3 or 4)				
2.1_5	Agree (3 or 4)				
2.2_1	Agree (3 or 4)		2.2 Classroom Environment	1 or 2 pts.	<input type="checkbox"/>
2.2_2	Disagree (1 or 2)				
2.3_1	Disagree (1 or 2)		2.3 Social-Emotional Development	2 or 3 pts.	<input type="checkbox"/>
2.3_2	Disagree (1 or 2)				
2.3_3	Disagree (1 or 2)				
2.4	Disagree (1 or 2)		2.4 Culturally Inclusive Climate	1 pt.	<input type="checkbox"/>
3.12_1	Disagree (1 or 2)		3.1 Assessment-based Behavior Support Plan	3 or more pts. (add up for 3.12_1, 3.12_2, 3.12_3, 3.12_4, & 3.12_5)	<input type="checkbox"/>
3.12_2	Disagree (1 or 2)				
3.12_3	Disagree (1 or 2)				
3.12_4	Disagree (1 or 2)				
3.12_5	Disagree (1 or 2)				