



Birth to 5 Strengths and Needs Self-Assessment



Name: _____ Date: _____

Practice Area	Comfort Scale 1=least				Change Desired?		Priority (Top 5)	
	1	2	3	4	Y	N		
Planning & Curriculum								
Discuss with family the program purpose, services and opportunities to be involved.								
Prepare materials and resources for environment and activities ahead of time based on individual needs of children.								
I regularly observe and document the children in my classroom in an effort to better plan for the environment and activities.								
I utilize developmental screenings, assessments, observations, family input to inform my planning based on what is individually appropriate for each child.								
The environment and materials are prepared in advance and are updated regularly based on observations and lesson planning.								
Follow curriculum, policies, and procedures to fidelity.								
I support the development of a child's home language and English language acquisition.								
Organizational Systems								
Keep all files in order and up to date at all times.								
Keep database up to date at all times.								
Utilize a tracking system and ensure all deadlines are tracked and met.								
Parent Child Interactions & Relationships								
Use motivational interviewing and reflective practices in support of family engagement, identification of strengths and resources and relationship building.								
Be intentional in use of language, planning and interactions that include all family members, including father, grandparents, etc.								
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Parent Child Interactions & Relationships (cont.)								
Awareness and integration of home language...								



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<ul style="list-style-type: none"> ▪ In planning activities ▪ In books available ▪ In sharing developmental impacts and benefits of dual and multi-lingual development 								
I offer ample opportunities for families to be involved in the classroom/program.								
Use active observation and reflective feedback to share child development information, encouragement and positive reinforcement with families.								
Use humor, show understanding, familiarize self with family culture and establish rapport that encourages child comfort and family engagement.								
Colleague and Partner Relationships								
Work in partnership with colleagues and supervisors, sharing ideas and strategies.								
Model and engage with colleagues and partners positive interactions, observations and resource utilization.								
Participate in staff meetings and trainings in a timely and engaged manner. Be present, open and respectful.								
Caregiving Practices								
I provide a consistent, supportive, child-focused routine each day.								
I join in children's activities and follow the child's lead by matching the focus of my attention to the child's focus of attention.								
I listen and respond to children's attempts to communicate, both verbal and nonverbal.								
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Caregiving Practices (cont.)								
I provide a variety of opportunities for children to initiate social interactions and provide time throughout those interactions for the child to take turns or form responses.								
I use a warm, responsive tone, make eye contact, and smile in interactions with individual children.								
I provide positive, descriptive comments to children who are engaging in peer interactions.								
I model social skills for children such as turn-taking, gentle touching, requesting, or using words.								



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I use a variety of strategies to help children sustain their engagement in an activity. I follow the child’s lead when they initiate a new activity.							
My expectations are developmentally appropriate and individualized as needed.							
I communicate behavioral expectations by letting children know, in a positive tone, what they could do in specific activities (and not just what they should not do).							
My tone remains calm, supportive, and positive during children’s distressful or challenging experiences.							
I am consistently attentive to children, I notice their cues and am aware of and responsive when they have difficulties and needs.							
I make efforts to maximize children’s independence in the classroom through design of environment.							
In response to children’s actions, answers, or comments, I often provide hints, assistance, or questions and engage in multiple back and forth exchanges.							
I use a variety of words and provide words and language for children to use. I frequently label objects and concepts with language and describe unfamiliar words to children.							
I often extend communication attempts by adding words to actions and sounds.							