



Emotionally Responsive Practice Rating Scale

Assessment Instrument

Developed by:

The Center of Emotionally Responsive Practice

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Emotionally Responsive Practice Rating Scale

1)Initial narrative description of program including:

Physical setting, community, mission statement, policy and procedures, articulated vision of the director, organizational set-up, communication lines, infrastructure for parents. (See additional answer sheet.)

2)Being in the Environment

A. Classroom materials are accessible and appropriate for the developmental level of the children in the classroom.

not at all rarely sometimes often consistently

B. Classroom is set up to include clearly defined spaces that invite children to express themselves in various ways.

not at all rarely sometimes often consistently

C. Classroom is set up to include small group and individual spaces that allow children to find quiet and privacy.

not at all rarely sometimes often consistently

D. Wall space in the classrooms and hallways display children's work in a way that communicates the value of the work, the experience of creating it and the purpose of the invitation.

not at all rarely sometimes often consistently

E. Children's books are age appropriate, accessible and well cared for.

not at all rarely sometimes often consistently

F. Upon entering the school, children and adults see something interesting and something comforting.

not at all rarely sometimes often consistently

G. Upon entering the school, children and adults hear genuine and warm voice tones coming from adults and the varied sounds of children playing and learning.

not at all rarely sometimes often consistently

Comments:

3).Classroom Interactions

A. Teachers welcome children, connect with parents and facilitate the separation process.

not at all rarely sometimes often consistently

B. Teachers show genuine affects when relating to children.

not at all rarely sometimes often consistently

C. Teachers acknowledge and accept a range of affects in children.

not at all rarely sometimes often consistently

D. Negative affects are understood as a form of communication and dealt with constructively.

not at all rarely sometimes often consistently

E. Teachers check in with individual children and encourage individual children to check in with them at intervals during the day.

not at all rarely sometimes often consistently

F. Teachers use language with genuine voice tone and developmentally appropriate content.

not at all rarely sometimes often consistently

G. Teachers set consistent limits for children.

not at all rarely sometimes often consistently

H. Language used to set or reinforce limits is clear, firm, communicative, and containing.

not at all rarely sometimes often consistently

I. Limits appear to be set within the context of supportive teacher-child relationships.

not at all rarely sometimes often consistently

J. Consequences for children who act outside of the set limits are dealt with in developmentally appropriate ways .

not at all rarely sometimes often consistently

K. Children are involved in classroom discussion and group process about making and posting rules for their classroom.

not at all rarely sometimes often consistently

L. Teachers are engaged with children throughout the day. (Including outdoor play)

not at all rarely sometimes often consistently

M. Children are free to relate to one another in developmentally appropriate ways.

not at all rarely sometimes often consistently

N. Teachers intervene effectively in problematic peer interactions such as children excluding one another, saying hurting things, etc.

not at all rarely sometimes often consistently

O. Teachers address peer issues with children as part of curriculum, including group dialogue, stories and play to help children connect to material.

not at all rarely sometimes often consistently

P. Children react to visitors with some interest but remain connected to their activities and to classroom teachers.

not at all rarely sometimes often consistently

Q. Children's spontaneous comments are listened to and responded to with interest.

not at all rarely sometimes often consistently

R. Children are invited to share stories of real experiences and the stories are listened to and valued.

not at all rarely sometimes often consistently

S. Children are dismissed by teachers who are connecting to the process of separating and saying good bye for the day.

not at all rarely sometimes often consistently

T. Teachers connect to the person picking children up, or escort them to the buses.

not at all rarely sometimes often consistently

Comments

4. School and Classroom Routines

A. Routines are predictable and easy to internalize.

not at all rarely sometimes often consistently

B. Within the structure of the daily routine, children can make some choices.

not at all rarely sometimes often consistently

C. Within the structure of the school routine, teachers can make some choices.

not at all rarely sometimes often consistently

D. Changes in routines are communicated to children and processed with children ahead of time (e.g., field trips, changes in schedule, changes in staff..

not at all rarely sometimes often consistently

E. The classroom routine is posted visually so that it is accessible to children who do not read as well as other children.

not at all rarely sometimes often consistently

F. The daily routine includes outdoor play or other opportunity for physical activity.

not at all rarely sometimes often consistently

G. Teachers and other primary adults are involved in caregiving routines such as arrival, departure, toileting, snack, rest, and transitions.

not at all rarely sometimes often consistently

H. Children younger than 5 eat in their classrooms.

not at all rarely sometimes often consistently

I. Kindergarten children who eat in the school cafeteria are seated in a consistent location, preferably away from tables of older children.

not at all rarely sometimes often consistently

J. Kindergarten children who eat in the cafeteria are served at the table and given assistance when needed.

not at all rarely sometimes often consistently

K. Kindergarten children who eat in the cafeteria have their own place mats on the table to delineate their boundaries.

not at all rarely sometimes often consistently

L. Consistent staff people are assigned to kindergarten lunch to facilitate positive socialization and eating.

not at all rarely sometimes often consistently

M. Children can eat as much as they want and are not forced finish their food.

not at all rarely sometimes often consistently

N. Adults in the lunchroom approach groups of children to speak with them instead of shouting to communicate.

not at all rarely sometimes often consistently

O. When technology is available, calming music is played during the lunch period.

not at all rarely sometimes often consistently

P. The school uses vision, administrative energy and innovative techniques to make lunch and after lunch recreation time well supervised, calm and enjoyable for children.

not at all rarely sometimes often consistently

Q. The teachers and other familiar adults help children transition between the classroom and the lunch room.

not at all rarely sometimes often consistently

R. Adults are supportive to children who are routinely upset by mealtime.

not at all rarely sometimes often consistently

S. In pre-K, children wash hands and use the toilet individually or in small groups with adult supervision and supportive interaction.

not at all rarely sometimes often consistently

T. In kindergarten, children use the toilet as needed.

not at all rarely sometimes often consistently

U. If group toileting routines are necessary in the early grades, group toileting routines are managed by teachers as a supportive routine, with a waiting activity (book reading, etc.. built in.

not at all rarely sometimes often consistently

V. Staff is supportive of children who routinely become upset by toileting.

not at all rarely sometimes often consistently

W. Bathroom accidents are dealt with in a supportive and developmentally appropriate manner. Child is cared for by a familiar adult when possible.

not at all rarely sometimes often consistently

X. When school policy demands that children who have had accidents go to the nurse, the nurse responds in a supportive manner.

not at all rarely sometimes often consistently

Y. Rest time is facilitated and supervised by familiar adults who know the children well.

not at all rarely sometimes often consistently

Z. Night lights are provided for rest time in very dark classrooms.

not at all rarely sometimes often consistently

AA. Teachers play soft, comforting music to facilitate rest.

not at all rarely sometimes often consistently

BB. Children can use transitional objects (from home or from school. at rest time.

not at all rarely sometimes often consistently

CC. Children who cannot rest are treated in a supportive manner.

not at all rarely sometimes often consistently

DD. Children who cannot rest can be engaged in reading, drawing or quiet play.

not at all rarely sometimes often consistently

EE. Whole school rituals are developmentally appropriate, meaningful to children and manageable for children and teachers. (This category includes field trips.)

not at all rarely sometimes often consistently

Comments:

5)Curriculum and Classroom Activities

A. Children are engaged and involved in the curriculum and curricular activities available to them.

not at all rarely sometimes often consistently

B. Curriculum includes opportunities to explore emergent themes.

not at all rarely sometimes often consistently

C. Morning meeting is used for connection, orientation to the day, sharing important information and experiences, introducing or exploring curricular themes and community building rituals.

not at all rarely sometimes often consistently

D. Free choice time is part of the school day.

not at all rarely sometimes often consistently

E. There is continuity in curricular themes throughout the school day.

not at all rarely sometimes often consistently

F. Curriculum is developmentally appropriate and invites children to integrate concepts through a variety of avenues. (blocks, art, writing, reading, projects)

not at all rarely sometimes often consistently

G. Curriculum includes small and large group projects.

not at all rarely sometimes often consistently

H. Curriculum includes trips within the community.

not at all rarely sometimes often consistently

I. Emotionally responsive curriculum is used to help children explore common ground developmental and life experience issues.

not at all rarely sometimes often consistently

J. Invitations for self expression and exploration are made through art, literacy, writing and social studies.

not at all rarely sometimes often consistently

K. Emotionally Responsive books that invite children to explore developmental and life experience issues are read to the group.

not at all rarely sometimes often consistently

L. Teachers invite children to comment on emotionally responsive literature after book is read.

not at all rarely sometimes often consistently

M. Teacher invites children to draw, dictate, write or play about what the book brings to them.

not at all rarely sometimes often consistently

Comments

6)Adult Interactions

A. Adults show appreciation for one another as they work together.

not at all rarely sometimes often consistently

B. Staff members at all levels receive individual or group supervision.

not at all rarely sometimes often consistently

C. Staff consult with one another informally throughout the day.

not at all rarely sometimes often consistently

D. Staff use each other as a resource when they need help.

not at all rarely sometimes often consistently

E. Staff from different disciplines value each other's work.

not at all rarely sometimes often consistently

F. There are regularly scheduled staff meetings to address community issues.

not at all rarely sometimes often consistently

G. Administrators are available to talk with staff members.

not at all rarely sometimes often consistently

H. Staff discuss and identify common ground issues of the children in their groups.

not at all rarely sometimes often consistently

I. There is time for teachers to plan and work together outside of the classroom.

not at all rarely sometimes often consistently

Comments

7) Administration and School Culture

A. The director or principal can articulate her vision for the program or school.

not at all rarely sometimes often consistently

B. The observer can see evidence that the vision is underlying practice in the school.

not at all rarely sometimes often consistently

C. There are indications that the vision is shared by most staff members.

not at all rarely sometimes often consistently

D. Teachers can be articulate about their classroom practices.

not at all rarely sometimes often consistently

E. School routines, practices and policies are informed by knowledge about child development, social and emotional issues and psychosocial issues of the population served.

not at all rarely sometimes often consistently

F. Professional development is provided for staff members at intervals.

not at all rarely sometimes often consistently

G. Administration has an open door policy for staff and parents?

not at all rarely sometimes often consistently

Comments

8) Parents

A. Parents are welcome in the school.

not at all rarely sometimes often consistently

B. Parents are asked to stay on site until their children are comfortable in the new environment.

not at all rarely sometimes often consistently

C. Parents can find a staff member in the school or center to connect with around parenting or family issues.

not at all rarely sometimes often consistently

D. Parents have access to a mental health professional in the program or school.

not at all rarely sometimes often consistently

E. There are spaces for parents to be during the school day.

not at all rarely sometimes often consistently

F. Parent groups are offered on-site.

not at all rarely sometimes often consistently

G. Parents are invited to share the psychosocial story of their child.

not at all rarely sometimes often consistently

H. Parents are invited to participate in some school projects, events, rituals or curriculums.

not at all rarely sometimes often consistently

Comments:

Guide To Using the Emotionally Responsive Practice Rating Scales

How To Use the ERPRS

The ERPRS can be used by teachers, administrators or clinicians to evaluate classroom and school practices that support the social and emotional well being of children. The evaluator should use many avenues to gather the information needed for the ERPRS. The ERPRS requires astute observation, good listening skills, and interviews with staff about overall climate and practices that were not observable during the observation period.

For best results, one full day observation, two half day observations, or three 2- hour long observations are recommended when using the ERPRS to assess a classroom or school program. When a teacher is using the ERPRS as a self -evaluation tool, she may want to look at each of the sections and evaluate her practice in one or two areas per day over the course of a week.

The ERPRS was developed for use by programs who are studying Emotionally Responsive Practice concepts and techniques through professional development sessions and consultation services, in order to assess the program's progress toward implementation. However, the ERPRS may also be useful for school settings that are beginning to look at the importance of social and emotional climate and its relationship to learning, and want to get a "base line" on the current practices and needs.

Clarifications

Because the ERPRS was initially developed for use by professionals who are familiar with the language of Emotionally Responsive Practice, users may need some clarification about the terms used. Please see the following clarifications for them items numbered below:

Item 3 C

In this item, the evaluator is looking for evidence that the teacher can tolerate and acknowledge children's expressions of sadness, anger, fear, worry, etc as well as happy, eager and excited feelings.

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