

*ASSESSMENT TOOLS*

*Dear teacher,*

*We believe that a child's academic success and well-being in later life depend on the proper development of the child's emotional and social skills. School is undoubtedly the place in which the child can experience the ability to observe the environment and adapt to his or her peers.*

*We believe that a good school and a good teacher educator should pay special attention to the child's human and social development, because the child's future and worldview depend on it.*

*We have prepared this assessment tool to guide you through a process within your classrooms aiming at supporting children’s social and emotional competence. It will help you to assess and monitor the acquisition of necessary social competences of ECEC students and the general impact.*

*This document includes a set of accessible tools composing a qualitative indicators framework adaptable to different ECEC realities and communities that will ensure its usability.*

*The assessment framework collects:*

*- Social competence’s diary – to monitor, measure and evaluate children acquisition of key competences and providing space for teachers to reflect on impact approaches and children-centred*

*tailored-made actions (see table 1);*

*- Activities worksheets to measure and tracks impact of participation activities with volunteers and outside in the local community (see table 2).*

*I would ask you to experiment the tools at school with your staff and your volunteers and give us a feedback.*

*Thank you*

*LISTEN project’s team*

(Table 1) Social competence’s diary for children with vulnerable situations - example\*

| Social inclusion component | Description | Example of activities or strategies |
| --- | --- | --- |
| Integration into the classroom and school communities | The teacher works to include children into the community so they are able to participate in all the community has to offer | - Establish social expectations at the beginning of the year  - Use morning meeting as an opportunity for children to identify and celebrate strenghts in each other  - Promote the children with vulnerable situations in positive ways in their peers’ eyes by using them as model in prosocial ways  -Provide opportunities for integration through “lunch bunches” by meeting with a group of children, including the child with vulnerable situation  - Partner children with vulnerable situation with peers who will be good behavioral role models and will work to include the child in social activities |
| Equitable and active participation in social activities with tipically developing peers | The teacher works to ensure children with vulnerable situations are engaging in social activities at similar level as their peers | Engagement in play-based activities such as centers, reading or math games, recess, and sport activities through the use of parallele or cooperative play  - Model for the child how to play with peers  - Make suggestions for how or what to play for children who may be unsure  - Encourage other children in the class to ask their peers to play with them |
| Reciprocal and positive relationships with peers and adults | Peers: friendly and positive relationships that are reciprocated by the peer  Adults: child with vulnerable situations feels the adult is a trusted adult, and the adult shows care towards the child | - Model appropriate interactions between peers, such as appropriate greetings, how to apologize when something is done accidentaly, and how to ask another child if they want to play  - Work with the class as a whole on how to interact and play with children with vulnerable situations  - Help other children understand how the best to respond to and interpret vulnerable situations so they know how to respond in difficult situations  - Teacher establishes and maintains strong relationships with all children so as to model appropriate relationships with children with vulnerable situations |

\*This model table is done within the article “Social inclusion of children with persistent challenging behaviors” in Early Childhood Education Journal (January 2022) by the authors Stacy McGuire and Hedda Meadan. We want to validate the same table for children with vulnerable conditions.

Please, following the example given in Table 1, customize your own and describe your strategies in terms of social inclusion with a focus on children with vulnerable situations

| Social inclusion component | Description | Example of activities or strategies |
| --- | --- | --- |
| Integration into the classroom and school communities |  |  |
| Equitable and active participation in social activities with tipically developing peers |  |  |
| Reciprocal and positive relationships with peers and adults |  |  |

(Table 2) Data collection for equitable and active participation activities - Example

| CHILD NAME and AGE | DATE | TYPE OF ACTIVITY | TYPE OF ENGAGEMENT, PEERS/ GROUPS | SOCIAL BENEFITS | LIMITS |
| --- | --- | --- | --- | --- | --- |
| Liam – 3 years | 11 March 2023 | Reading game | Cooperative play with Robert | He shows affection with words and actions | It is difficult to get his attention |
| Robert – 2 years | 12 March 2023 | Legos | Cooperative play in group | Robert copies others, especially adults and older children | He is unable to follow simple instructions |
| Maria – 4 years | 12 March 2023 | Math game | Cooperative play in group | She cooperates with other children | She does not show any feeling when they hurt others |
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Please, following the example given in Table 2, customize your own and describe your activities with a focus on children with vulnerable situations

| CHILD NAME and AGE | DATE | TYPE OF ACTIVITY | TYPE OF ENGAGEMENT, PEERS/ GROUPS | SOCIAL BENEFITS | LIMITS |
| --- | --- | --- | --- | --- | --- |
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