

EMA Survey Questions

Administered on the first survey of each new assessment period:

PAPERWORK REDUCTION ACT OF 1995 (Pub. L. 104-13) STATEMENT OF PUBLIC BURDEN: The purpose of this information collection is to identify teacher practices for supporting children's social-emotional development and to identify training and implementation factors that may enhance these practices. Public reporting burden for this collection of information is estimated to average 4 minutes per respondent, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information. This is a voluntary collection of information. Additionally, an agency may not conduct or sponsor, and a person is not required to respond to, a collection of information subject to the requirements of the Paperwork Reduction Act of 1995, unless it displays a currently valid OMB control number. The OMB number for this information collection is OMB Control #: XXXX-XXXX and it expires on [DATE]. If you have any comments on this collection of information, please contact [NAME AND CONTACT INFORMATION].

- Have you set up a calm corner where children in your class can go if they have overwhelming feelings? If Y, ask:
 - Have you practiced use of the calm corner with your class?
 - Do you have sensory objects such as stress balls, drawing materials, fidgets in your calm corner?
- Have you made stress balls with your class as described in RLR Toolkit? Y (1), N (0); If Y, ask:
 - How often do you use stress balls with the children?
 - Rarely or only once (0)
 - Once a week (1)
 - Once a day (2)
 - Several times a day (3)

For last survey of the day only:

Today did you:

- Create opportunities for children to interact in pairs. Y N
- Celebrate a child in a text, note, or other message to their caregiver? Y (1), N (0)
- Use books, songs, or other activities to talk with children in your class about feelings? Y (1), N (0)
- Practice any relaxation exercises/ coping strategies (e.g., belly breaths, yoga, mindfulness, progressive muscle relaxation) with children in your class? Y (1), N (0) If Y, what did you do (check all that you used)?
 - Belly breathing
 - Happy box

- Stress balls
- Muscle relaxation (e.g., lemon squeezy)
- Use of art to relax
- Yoga
- Mindfulness
- Other: [text box]
- Was there a child who harmed another child (verbally or physically)? If Y:
 - Did you focus on helping them understand the impact of their actions on others and restoring the relationship?
- Do something to promote children's awareness and acceptance of peers who are different from them (e.g., book reading, celebrating different cultures and holidays)? Y
N

Provider Self-Care

- Select all of the self-care activities that you did yesterday:
 - Exercised
 - Got support from a friend or loved one
 - Practiced meditation in a formal way that focused my attention and awareness
 - Planned time off/ vacation
 - I did not do any self-care activities yesterday (0)
 - Another wellness activity [describe]
- If you used any self-care strategies yesterday, how effective was this in improving your mood/ stress level? (1-5 scale, from 1= not at all effective to 5 very effective)

Every survey: *The next set of questions asks about what happened in the last hour specifically:*

What activities were the children doing?

- Center time
- Circle time
- Outdoor play
- Snack/lunch
- Other: _____

Creating a Safe Environment

Responses for the following items: Y N No Opportunity

In the last hour, did you:

- Redirect a child by telling them what to do instead of what NOT to do.
- Acknowledge a child's feelings when they didn't want to do something
- Give choices.
- Stay calm with children even when you felt upset.
- Follow through with classroom expectations.
- Remind children about transitions and schedule changes.
- Notice your own thoughts and reactions to children.

Building Relationships and Connectedness

In the last hour, did you:

Use reflective listening (that is, listen with full attention to children, repeat back, reflect a feeling)? Y(1), N(0)

- No Opportunity
 - o Not at all (0)
 - o Once (1)
 - o Two times(2)
 - o Three or more times (3)
- Talk with a child(ren) about specific feelings using feeling words? Y (1), N (0)
- How many times did you praise children very specifically for what they did (use labeled praise)?
 - o Not at all (0)
 - o Once (1)
 - o Two times (2)
 - o Three or more times (3)
- Notice and comment when children meet classroom behavioral expectations. Y (1) N (0)
- Actively ignore difficult (but not unsafe) behaviors Y N N/A
 - o If Y, how effective was this strategy? (1-5 scale, from 1= not at all effective to 5 very effective)

Supporting and Teaching Emotion Regulation

In the last hour, did you:

- Anticipate when children might feel challenged or frustrated.
- Help children identify feelings they were having. Y N If Y:
 - o Not at all (0)
 - o Once (1)
 - o More than once (2)
- Encourage children to use sensory objects to help with emotion regulation. Y N
- Did a child (or children) need help calming down? If Y:
 - o Did they use the calm corner?
 - I don't have a calm corner (0)
 - I verbally encouraged them to use it (1)
 - I physically guided them to the corner (0)
 - They used it on their own (3)
 - Some children required encouragement, others used it on their own (2)
 - o Did they use a sensory item to help calm down? Y (1), N (0)

Stress and Self-Care

In the last hour:

- How would you describe your stress level?
 - o I did not feel stressed (2)

- o A little stressed
- o Moderately stressed (1)
- o Very stressed
- o Unmanageable—I was overwhelmed (0)
- What did you do (or are you doing) to manage your stress?
 - o I did not do anything
 - o Took a short break during the day
 - o Got support from peers/colleagues
 - o Laughed/ Cried
 - o Remind myself of the good things I do or the positive qualities I bring to my teaching
 - o Prayed or took deep breaths
 - o Said “No” to something
 - o Other

How did this impact your classroom practices? Select all that apply:

- I didn’t notice a difference
- I was better able to model coping skills with children (e.g., deep breathing, taking a break)
- I was better able to use reflective listening (listen with full attention to children, repeat back, reflect a feeling) and keep a calm voice