

**PRESCHOOL SOCIAL/EMOTIONAL HEALTH  
CLASSROOM, SOCIALIZATION OBSERVATION**

**MH-7 P**

**COVER SHEET**

Site/Class : \_\_\_\_\_ Date: \_\_\_\_\_

Observer: \_\_\_\_\_ Number of Children: \_\_\_\_\_

Title: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

Names of Teachers/Providers: \_\_\_\_\_

**Observed (Circle all that apply)**

Routines   Whole Group   Small Group   Individual Time   Outside   Meals/Snacks   Free choice/centers

Concerns (if referencing children, use initials only): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

Recommendations for Follow-Up: \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

Signature Education TA/Monitor or Licensed Clinician: \_\_\_\_\_

Reviewed by: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

**Please note: Send copy of white to Grantee Disabilities Supervisor.**

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## Preschool Classroom/Socialization Observation

**Key: N/O = NOT OBSERVED/COULD NOT DETERMINE      0 = COULD USE IMPROVEMENT**  
**1 = APPROPRIATE      2 = EXCELLENT**

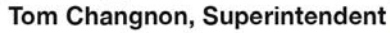
<b>I. Classroom/Home Environment</b>		<b>N/O</b>	<b>0</b>	<b>1</b>	<b>2</b>
A.	Learning centers have clear boundaries (physical) and personal storage areas are accessible.				
B.	The room is arranged such that all children can move easily around the room.				
C.	The room is arranged such that there are no large, wide open spaces where children could run.				
D.	There is an adequate number and variety of centers of interest to children and to support the number of children (at least 4 centers; 1 center per every 4 children).				
E.	Materials in all centers and during outside time are adequate to support choices for children's play. Materials are rotated inside/outside as children lose interest.				
F.	Materials/centers are prepared before children arrive at the center or activity.				
G.	Rules are posted, illustrated with a picture or photo of each rule or expectation, limited in number (3-5), and stated positively (all have to be true to score a 1-2)				
H.	The teaching staff are all actively engaged in the activities and the focus is the children and/or health and safety needs (as appropriate).				

**Comments:** \_\_\_\_\_  
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**Recommendations:** \_\_\_\_\_  
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N/O	0	1	2
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A.	The class schedule is posted with visuals and teacher refers to it throughout the observation so that children are aware of activities sequence.				
B.	There are both large and small group activities and teacher-directed activities.				
C.	Routines are structured (clear beginning, middle, and end) and there is a balance of child-directed and teacher-directed activities.				
D.	Teacher-directed activity continues only when majority of children are actively engaged and are shorter than 20 minutes.				
E.	Individual children who need extra support are prepared for activities using cues at the beginning and end of activities.				
F.	Children's transitions are structured. (If not observed use teacher report regarding how schedule is used with children daily to support transitions.)				
G.	A whole-class warning is provided prior to transition and individual children who need extra support are effectively guided during the transitions.				

**Comments:** \_\_\_\_\_

**Recommendations:**

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**III. Building Positive Relationships**

	N/O	0	1	2
A. Teacher provides general guidance to children to select activities, and provides fun and interesting activities or uses materials to promote engagement.				
B. Teacher communicates with children on eye level almost all of the time.				
C. Multiple opportunities to make meaningful choices within activities (choosing center, choosing how to use materials, choosing where to sit, etc.) are provided and individual children are assisted as needed.				
D. Teacher modifies instructions or activity when children lose interest in large and small group activities.				
E. Teacher joins in children's play to support their interactions and expand their ideas.				
F. Teacher redirects children who are withdrawn, distracted, or off task to more productive activities.				

**Comments:** \_\_\_\_\_

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**Recommendations:** \_\_\_\_\_

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**IV. Supportive Communication**

	N/O	0	1	2
A. The teacher acknowledges children's communication to him/her and greet/call most children by name.				
B. Teacher's tone in conversations with children is generally positive, calm, and supportive.				
C. Throughout the observation, the teacher uses descriptive praise for children's skills, behaviors, and activities.				
D. Teacher responds to children's comments and ideas by asking questions, making comments.				
E. Teacher has positive conversations with children about their interests and ideas during routines and activities.				
F. Teacher uses directions that tell children what to do rather than what not to do and that are simple, short, and specific.				
G. Teacher uses alternative strategies when communicating with children who are nonverbal, language delayed, or Dual Language Learners (e.g., additional prompt, nonverbal prompt along with verbal direction, picture prompts).				

**Comments:** \_\_\_\_\_

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**Recommendations:** \_\_\_\_\_

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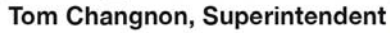
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**Comments:** \_\_\_\_\_

**Recommendations:** \_\_\_\_\_

[illegible]

Optional  
New 1/17  
CF/MH-7 P