

Social Emotional Health Classroom, Socialization, Family Child Care Home Observation

(Hot Sheet / Instructions)

CF/MH-7 IT, CF/MH-7 P, CF/MH-7 FCCH New 1/17
(Optional)

It is mandated that ALL Head Start program's sites are provided support for social emotional health through grantee/delegate monitoring activities. This tool is therefore expected to be utilized to further document social emotional monitoring and Technical Assistance (TA) so that a level of excellence in social emotional strategies can be achieved.

Purpose: The Social Emotional Health Observation form is to be filled out on a scheduled site visit to follow up from T-POT Red Flags observation or document an environment based observation of the classroom, or Family Child Care Home (FCCH) setting to determine technical assistance (TA) needs. This tool is designed to provide teaching staff/providers, education monitors, supervisors, and mental health clinicians/staff with specific information regarding the current level of implementing strategies related to supportive social emotional environments for example: relationship building, positive communication techniques, optimal room arrangements and both group and individualized routines and activities.

Three Versions: There are three versions of the Observation form; one for preschool, a second for infant/toddler age groups and a third combined version for FCCH. Utilize the appropriate form to document the observation based on the age group or setting.

Completed by: Delegate/Grantee Education Monitors/Trainers/Supervisors, Child Care Specialists or Mental Health Consultants/Staff may complete this form. This form should be completed while monitoring or when there are areas that need improvement and/or concerns, including support for new teaching staff/providers. The expectation is that every classroom/home/socialization has a Social Emotional Health Observation form completed.

You may choose to complete only the first 2 pages if there are several areas that need improvement. You may also do it over 2-3 visits, completing 1-3 pages per visit, however you should complete a new Cover Sheet per visit and attach relevant pages completed.

Cover Sheet: Complete top section of cover sheet at the beginning of **each** observation. Circle all areas that apply to the time the observation was conducted for example:

Preschool Observations: Routines, Meal/Snacks, Whole Group, Small Group, Individual Time, Free Choice/Centers, Outside

Infant/Toddler Observations: Routines, Small Group, Individual/Free Choice, Outside, Meals/Snacks.

Family Child Care Homes: Whole Group, Routines, Meals/Snacks, Small Group, Individual/Free Choice, Outside

Summary Section: This section can be filled out once the observation is completed based on overall content of comments and recommendations throughout the tool. You may opt to complete it during the follow-up meeting since the purpose is to highlight concerns/follow-up plans and to come to an agreement on how to proceed. Preferably this meeting should take place within two weeks of the observation whenever possible.

Signatures: The observer signs the cover sheet and the manager who attends the follow-up meeting signs the "reviewed by" line.

(MH Consultants: If observer is not a licensed clinician, please have the licensed clinician who provides oversight to reports sign next to your signature.)

There are 4-5 sections within the tools:

<p>Preschool:</p> <ul style="list-style-type: none">I. Classroom EnvironmentII. Schedules and RoutinesIII. Building Positive RelationshipsIV. Supportive CommunicationV. Social Skills and Emotional Competencies	<p>Infant/Toddler and Family Child Care Homes:</p> <ul style="list-style-type: none">I. Classroom/Home EnvironmentII. Responsiveness/Daily Routines/Transitions*III. Adult/Child CommunicationsIV. Social Emotional Interactions <p>Please note: Section II for FCCH is age group specific (0-3 & 3-5). Also see notations about relevant ages within other sections as well.</p>
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Review observation content per section prior to beginning observation and determine rating for each line at conclusion of observation. There are approximately 6-8 observation indicators per section. Allow a minimum of 60 -90 minutes to observe per 1-2 pages; therefore at a minimum allow 2 – 3 hours to complete the entire tool (per age group/site/class).

The Rating options are as follows:

N/O = NOT OBSERVED/COULD NOT DETERMINE

0 = COULD USE IMPROVEMENT 1 = APPROPRIATE 2 = EXCELLENT

If an indicator is not observed during the time of the observation and therefore rates as “N/O,” further discussion will take place at follow-up meeting to determine if this is a regular occurrence which would require improvement.

Comments: The comment section should be filled out for each section to briefly describe what was observed. Utilize the letters corresponding to the line you are commenting on to save space. You do not need to comment on each letter, only the most relevant areas of the observation.

Recommendations: This line is optional, however very important to support follow-up/TA which is the main point of this environment based observation. Recommendations should be focused on best practices as defined through: Creative Curriculum, Center for Social Emotional Foundations for Early Learning (CSEFEL Framework), Second Step, Conscious Discipline, Program for Infant Toddler Care (PITC) or other highly recognized social emotional strategies, curriculum or frameworks for the 0-5 population.

Please note: Use initials only throughout the tool if your comments or recommendations are about specific children that require follow-up to respect confidentiality.

Distribution: It can be completed on the electronic format and e-mailed to the Grantee Disabilities Supervisor and Delegate/Grantee Supervisors as per site.

If the NCR format is used distribution is as follows:

White: Center Supervisor /Teacher,

Yellow: Delegate Director or Grantee/Delegate Supervisor,

Pink: Education TA Monitor/Licensed Clinician (Observer who completed the form).

In addition make a copy of the white page and send it to the Grantee Disabilities Supervisor.

All Pages of the classroom observation tool are based on CSEFEL The Pyramid Infant Toddler Observation Scale (TPITOS) and CSEFEL Teaching Pyramid Observation Tool for Preschool Classrooms (TPOT) Research Edition, authors: Mary Louise Hemmeter, Lise Fox, and Patricia Snyder. Please do not copy to be used outside the Grantees: SCOE and CCMHS Head Start programs without written permission from the authors.

More information on CSEFEL can be found on the website: www.vanderbilt.edu/csefel

**Social Emotional Health
Classroom, Socialization, Family Child Care Home
Observation**

CF/MH-7 IT, CF/MH-7 P, CF/MH-7 FCCH, Revised 1/11
(Optional)

**Additional Tips to Conduct:
Social Emotional Health Classroom, Socialization,
And Family Child Care Home Observations**

This tool is available in electronic format for you to compile your information at the conclusion of the observation.

The main focus of group based observations is to assure that teaching staff/providers are able to meet the needs of the children through best practices that address classroom management/home care (FCCH's) and responsive relationships /environments. It is not for teachers to point out the children they are having trouble with although you may note this as part of your observation.

Be aware of what the indicators are directing you to observe and use a blank note pad to jot down your observations rather than documenting directly on the tool during the actual observation. Of course you can keep the tool within your notebook to refer to from time to time. Then review your notes at the end of the observation period to determine response for observation tool. This will support an actual observation versus trying to determine rating at that same time and also makes staff/providers less nervous.

Additional comments or recommendations can be added to specific sections within the tool during the follow up meeting as needed.

It is important that whenever possible at least one member of the teaching team is able to meet with the Center Supervisor and the Observer to discuss/review the observation to support clarity and follow through.

Due to time constraints (ie other sites require ongoing TA) on rare occasions an observation form may not be completed for a classroom based on documentation through monitoring activities. For example, if general education monitoring (observations, children's screenings and assessments) do not demonstrate social emotional concerns or areas that need improvement, programs can opt not to do the classroom observation form; this must be documented on the relevant site visit report (ie "Social emotional strategies are fully implemented and there are no concerns at this time.").

The determination to not complete an observation form at any site will be verified by Grantee monitors. Grantee and Delegate Education Managers should continue to monitor the classroom, socialization and home, to assure that any needed support is provided including completing the observation form at a later date.