

**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 (Check all that apply)

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

Concerns (if referencing children, use initials only):

Recommendations for Follow-Up:

Signature Education TA/Monitor or Licensed Clinician: _____

Reviewed by: _____ Title: _____ Date: _____

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

Distribution: White – Center Supervisor/Teacher Yellow- Delegate Director/Supervisor Pink – Education TA Monitor/Licensed Clinician

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Lise Fox, and Patricia Snyder .Please do not copy without written permission from the authors

Preschool Classroom/Socialization Observation

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

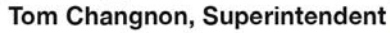
| I. Classroom/Home Environment | | N/O | 0 | 1 | 2 |
|--------------------------------------|--|------------|----------|----------|----------|
| A. | Learning centers have clear boundaries (physical) and personal storage areas are accessible. | | | | |
| B. | The room is arranged such that all children 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:

Recommendations:

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| N/O | 0 | 1 | 2 |
|-----|---|---|---|
|-----|---|---|---|

| | | | | | |
|----|--|--|--|--|--|
| 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:

[illegible]

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:

Recommendations:

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IV. Supportive Communication

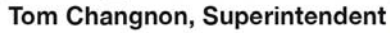
| | N/O | 0 | 1 | 2 |
|--|-----|---|---|---|
| A. The teacher acknowledges children's communication to him/her and greet/call most children by name. | | | | |
| B. Teacher's tone in conversations with children is generally positive, calm, and supportive. | | | | |
| C. Throughout the observation, the 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:

Recommendations:

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Comments:

[illegible][illegible]

Optional
New 1/17
CF/MH-7 P