MENTAL HEALTH OBSERVATION CHECKLIST

Center:				Teacher:			

Teacher Assistant:				Others Present:			

Done	Skills and Indicators	Consistently	Occasionally	Seldom	Target for training?		Observations / Evidence
◆		3	2	1	YES	NO	
BUILDING POSITIVE RELATIONSHIPS							
1. Develops meaningful relationships with children and families							
	Greets children on arrival; calls by name						
	Communicates with children at eye level						
	Verbally interacts with individual children during routines and activities						
	Participates in children's play when appropriate						
	Shows respect, consideration, warmth to all children						
	Speaks calmly to children						
	Uses a variety of strategies for building relationships with all children						
	Attends to children in positive ways at times when the children are not engaging in challenging behavior						
	Creates a classroom that is a place that children and families like to be (i.e., feel comfortable, welcome, and safe)						

Comments:

2. Examines personal, family, and cultural views of child's challenging behavior (Interview)							
	Considers personal beliefs regarding the acceptability and unacceptability of specific types of child behavior						
	Considers personal beliefs regarding the causes of specific types of unacceptable child behavior						

Comments:

3. Examines own attitudes toward challenging behavior (Interview)							
	Understands the relationship between children's social emotional development and challenging behaviors						
	Understands that children's challenging behaviors are conveying some type of underlying concern						
	Understands there are many things that can be done to prevent challenging behaviors						
	Identifies what behaviors "push my buttons"						
	Develops strategies for dealing with situations when children's behaviors "push my buttons"						
	Works together with a team to problem solve around issues related to challenging behaviors						

Comments:

Done	Skills and Indicators	Consis-tently	Occa-sionally	Seldom	Target for training?		Observations / Evidence
◆		3	2	1	YES	NO	
DESIGNING SUPPORTIVE ENVIRONMENTS							
4. Ensures smooth transitions							
	Structures transitions so children do not have to spend excessive time waiting with nothing to do						
	Teaches children the expectations associated with transitions						
	Provides warnings to children prior to transitions						
	Individualizes the warnings prior to transitions so that all children understand them						

Comments:

Done	Skills and Indicators	Consis-tently	Occa-sionally	Seldom	Target for training?		Observations / Evidence
5. Designs activities to promote engagement							
	Monitors children's behavior and modifies plans when children lose interest in large group activities						
	Uses peers as models during small group activities						

Comments:

Done	Skills and Indicators	Consis-tently	Occa-sionally	Seldom	Target for training?		Observations / Evidence
6. Giving Directions							
	Gains child's attention before giving directions						
	Minimizes the number of directions						
	Individualizes the way directions are given						
	Gives clear directions						
	Gives directions that are positive						
	Gives children time to respond to directions						
	Gives children choices and options when appropriate						
	Follows through with positive acknowledgments of children's behavior						

Comments:

Done	Skills and Indicators	Consis-tently	Occa-sionally	Seldom	Target for training?		Observations / Evidence
7. Establishes and enforces clear rules, limits, and consequences for behavior							
	States rules positively and specifically (avoids words "no" and "don't" as much as possible)						
	Keeps rules to manageable number (3-6)						
	Frequently reinforces children for appropriate behavior						
	Identifies consequences for both following and not following rules						
	Makes sure all adults in classroom know rules and consequences						
	Enforces rules and consequences consistently and fairly						

Comments:

Done	Skills and Indicators	Consis-tently	Occa-sionally	Seldom	Target for training?		Observations / Evidence
◆		3	2	1	YES	NO	
8. Uses positive feedback and encouragement							
	Provides descriptive feedback and encouragement						
	Conveys enthusiasm while giving positive feedback and encouragement						
	Uses positive feedback and encouragement contingent on child's efforts						
	Provides nonverbal cues of appreciation						
	Recognizes that there are individual variations in what forms of acknowledgment are interpreted as positive by children						
	Models positive feedback and encouragement frequently						
Comments:							

SOCIAL & EMOTIONAL TEACHING STRATEGIES

Done	Skills and Indicators	Consis-tently	Occa-sionally	Seldom	Target for training?		Observations / Evidence
9. Interacts with children to develop their self-esteem							
	Demonstrates active listening with children						
	Avoids judgmental statements						
	Responds to children's ideas						
	Recognizes children's efforts						
	Shows empathy and acceptance of children's feelings						
Comments:							

Done	Skills and Indicators	Consis-tently	Occa-sionally	Seldom	Target for training?		Observations / Evidence
10. Encourages autonomy							
	Provides children with opportunities to make choices						
	Allows children time to respond and/or complete task independently before offering assistance						
	Creates opportunities for decision making, problem solving, and working together						
	Teaches children strategies for self-regulating and/or self-monitoring behaviors						
Comments:							

Done	Skills and Indicators	Consis-tently	Occa-sionally	Seldom	Target for training?		Observations / Evidence
11. Capitalizes on the presence of typically developing peers							
	Utilizes peers as models of desirable social behavior						
	Encourages peer partners/buddies (i.e., hold hands during transitions, play partner, clean-up buddy, etc.)						
	Demonstrates sensitivity to peer preferences and personalities						
Comments:							

Done ◆	Skills and Indicators	Consis-tently 3	Occa-sionally 2	Seldom 1	Target for training? YES	Target for training? NO	Observations / Evidence
12. Promotes identification and labeling of emotions in self and others							
	Uses photographs, pictures, and posters that portray people in various emotional states						
	Uses validation, acknowledgement, mirroring back, labeling feelings, voice tones, or gestures to show an understanding of children's feelings						
	Assists children in recognizing and understanding how a classmate might be feeling by pointing out facial expressions, voice tone, body language, or words						
	Uses real-life situations to practice problem solving, beginning with defining the problem and emotions involved						

Comments:

Done	Skills and Indicators	Consis-tently 3	Occa-sionally 2	Seldom 1	YES	NO	Observations / Evidence
13. Explores the nature of feelings and the appropriate ways they can be expressed							
	Teaches that all emotions are okay, but not all expressions are okay						
	Labels own emotional states and provides an action statement (e.g., I am feeling frustrated so I better take some deep breaths and calm down)						
	Uses opportunities to comment on occasions when children state they are feeling upset or angry but are remaining calm						

Comments:

Done	Skills and Indicators	Consis-tently 3	Occa-sionally 2	Seldom 1	YES	NO	Observations / Evidence
14. Models appropriate expressions and labeling of their own emotions and self-regulation throughout the course of the day							
	Labels positive feelings						
	Labels negative feelings paired with actions to regulate						

Comments:

This checklist has been adapted from the original Inventory of *Practices for Promoting Social Emotional Competence* from the Center on Social and Emotional Foundations for Early Learning**

Observer: **Observation date and time:**