

## Classroom Mental Health Observation Sheet

Teacher Name: \_\_\_\_\_ Site/Class: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Observer Name: \_\_\_\_\_

N/O = Not Observed      1 = Not Yet      2 = Sometimes      3 = Almost Always

Interaction	N/O	1	2	3	Comments
Staff assist individual children in selecting activities and becoming engaged					
Staff help children enter into and maintain interaction with peers					
Staff promotes interaction and language use among children and between children and adults					
Staff are teaching children social skills during interaction with peers					
Staff creates opportunities for decision-making, problem-solving & working together					
Staff are verbally and physically interacting with children during routines and activities					
Staff make eye or verbal contact with disruptive children only after the behavior has stopped, then quietly talk about it, staff are not ignoring behavior as it happens					
Staff provides active supervision					

<b>Conscious Discipline</b>	N/O	1	2	3	Comments
Staff comment on children's appropriate behavior, skills, or activities and reinforce it -Tell children what to do rather than what not to do					
Staff are at children's level, make eye contact, and use children's names when talking and listen carefully					
Staff are redirecting children into positive choices; replacing one action with another					
Staff uses words such as "you did it", "you're so kind", "way to go"					
Staff identifies if the child is being helpful or hurtful and uses it as a teaching moment					
Children are taught breathing techniques					
Staff greet children on arrival; calls by name					
Staff uses a variety of strategies for building connections and relationships with children					
Staff assist children in recognizing and understanding how a classmate might be feeling by pointing out facial expressions, voice tones, body language or words					
Staff uses safety language, "I need to keep you safe" "you're not being safe" "it is not safe to do____"					



<b>Emotions</b>	N/O	1	2	3	Comments
Emotions are discussed in classroom					
Children are seen happy and content and are engaged in exploring their environment					
Staff uses validation, acknowledgment, mirroring back, labeling feelings, voice tones, or gestures to show an understanding of children's feelings					
Staff uses opportunities to comment on occasions when children state they are feeling upset or angry					
Staff labels positive feelings					
Staff labels negative feelings paired with actions to regulate					
Staff teaches children strategies for self-regulation and/or self-monitoring					
Staff support children in learning how to solve problems					
<b>Environment</b>	N/O	1	2	3	Comments
Classroom provides an environment of acceptance for each child					
Routines and transitions occur in predictable and unrushed manner according to each child's needs					
Transition times are not expanded beyond need					
Classroom uses positive methods of child guidance					
Activities are appropriate for different attention spans					
Activities facilitate problem-solving and conflict management					
Staff creates a classroom where children and families feel comfortable and safe					
Staff keeps rules manageable					

Staff Skills	N/O	1	2	3	Comments
Staffs' tone in conversations with children are positive, calm and supportive					
Staff adapt group directions to give additional help to children who need more support					
Interactions between staff and adults are respectful and positive					
Staff seem happy					
Staff allows children time to respond and/or complete tasks independently before offering assistance					
Staff identifies consequences for both following and not following the rules and enforces rules and consequences fairly					
Staff provides warnings to children prior to transitions and individualizes warnings for those children who need extra support					
Staff teaches children expectations for the classroom and each activity/routine and behavior in the classroom					
Staff gains the child's attention before giving directions					
Staff minimizes the number of directions					
Staff is proactive for children that are more challenging and try to eliminate behaviors before they happen					