Classroom Mental Health Checklist

Teacher’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Program Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date and Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Activities Observed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of Adults Present: \_\_\_\_\_\_\_\_\_\_\_\_\_ Number of Children Present: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| Classroom rules are posted, illustrated with a picture or photo of each rule, limited in number (3-5), and stated positively (all have to be true to score a yes). | Yes | No |
| A visual schedule for the day is posted and referred to frequently. | Yes | No |

**Score each item based on how often it occurs, using the following rubric:**

**1: Never 2: Rarely 3: Sometimes 4: Almost Always**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Teacher-directed activities are less than 20 minutes and developmentally appropriate. | 1 | 2 | 3 | 4 |
| During transitions, all children are actively engaged, including children who are waiting for the next activity. | 1 | 2 | 3 | 4 |
| Teachers have positive, calm, and supportive conversations with children and talk with them about their interests and ideas. | 1 | 2 | 3 | 4 |
| Teachers join in children’s play. | 1 | 2 | 3 | 4 |
| Behavior expectations are clear, consistent, and all staff follow through.  | 1 | 2 | 3 | 4 |
| Teachers are prepared for activities before the children arrive at the activity. | 1 | 2 | 3 | 4 |
| Teachers assist individual children in selecting activities and in becoming engaged. | 1 | 2 | 3 | 4 |
| Teachers state expectations positively, telling children what to do rather than what not to do. | 1 | 2 | 3 | 4 |
| Teachers adapt to give additional help to children who need more support. | 1 | 2 | 3 | 4 |
| Teachers use choices and/or natural consequences rather than negative consequences. | 1 | 2 | 3 | 4 |
| Teachers support children in learning to manage their emotions by teaching self-regulation techniques (breathing techniques, etc.) | 1 | 2 | 3 | 4 |
| When children have problems, teachers support them in generating solutions. | 1 | 2 | 3 | 4 |
| Teachers encourage and support interactions between children during play or activities. | 1 | 2 | 3 | 4 |
| Adults and children demonstrate positive climate with smiling, laughter, and enthusiasm. | 1 | 2 | 3 | 4 |
| A “safe place” is provided, taught to children, and used appropriately. | 1 | 2 | 3 | 4 |

Teaching Team follow-up:

7/2023 Completed by teacher in Sept. & Jan. and Coach in Nov EHS-HS Teams\Coaching\Classroom MentalHealthChecklist