**Upshur Human Resources, Inc**

**Head Start**

**General Mental Health Classroom Observation Report**

**Activities/Curriculum**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **N/O** | **Activities that facilitate and enhance emotional understanding** |
| **1** | **2** | **3** | **N/O** | **Activities that encourage and enhance social skills** |
| **1** | **2** | **3** | **N/O** | **Activities that facilitate cooperative play and sharing** |
| **1** | **2** | **3** | **N/O** | **Activities that facilitate problem solving and conflict resolution** |
| **1** | **2** | **3** | **N/O** | **Activities individualized according to (special) needs of children** |
| **1** | **2** | **3** | **N/O** | **Activities that stimulate positive social-emotional development**  |

**Comments/Suggestions:**

**Use of Classroom Management /Positive Techniques**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **N/O** | **Interact at eye level whenever possible** |
| **1** | **2** | **3** | **N/O** | **Encourage and model appropriate behaviors** |
| **1** | **2** | **3** | **N/O** | **Re-direction is given in positive terms** |
| **1** | **2** | **3** | **N/O** | **Adult voices that do not dominate** |
| **1** | **2** | **3** | **N/O** | **Consistent, clear limits/expectations are explained in positive terms** |
| **1** | **2** | **3** | **N/O** | **Natural and logical consequences** |
| **1** | **2** | **3** | **N/O** | **The environment is relaxed, spontaneous and not overly structured**  |
| **1** | **2** | **3** | **N/O** | **Adults use open-ended questions to encourage thinking** |
| **1** | **2** | **3** | **N/O** | **Staff shows flexibility in changing plans or routine activities** |
| **1** | **2** | **3** | **N/O** | **Preparation for transitions** |
| **1** | **2** | **3** | **N/O** | **Strategies that assist in transition**  |

**Comments/Suggestions:**

 **2**