

## Social/Emotional Development—Classroom Observation /Contacts

Center/Home Base: \_\_\_\_\_ Classroom \_\_\_\_\_ Date \_\_\_\_\_

Beginning time: \_\_\_\_\_ Ending Time \_\_\_\_\_ Phone Contact  Meeting w/Staff  (complete details on back)

Number present: Teaching staff \_\_\_\_\_ Parents \_\_\_\_\_ Volunteers \_\_\_\_\_ Children \_\_\_\_\_

Factors that might influence classroom activity this day \_\_\_\_\_

Signature/Title of observer \_\_\_\_\_ Agency \_\_\_\_\_

<b>Daily Schedule:</b>	Yes	No	Comments
Teacher directed activities are less than 20 minutes			
What percentage of the observation was spent in teacher-directed activities?	_____ %		
Transitions are planned and run smoothly			
During transitions, all children are actively engaged, including children who are waiting for the next activity			
<b>Interactions:</b>			
Teachers have conversations with children about children's interests/ideas			
Teachers' tone in conversations with children is positive, calm, and supportive			
Teachers/staff model appropriate social skills (labeling emotions, asking skills, etc.)			
Teachers comment on children's appropriate behavior, skills, or activities			
Children receive positive praise and encouragement			
Teachers join in children's play			
Children are engaged during group activities			
Teachers assist individual children in selecting activities and in becoming engaged			
Teachers adapt group directions to give additional help to children who need more support			
Teachers tell children what TO do rather than what not to do			
Children are reprimanded for engaging in problem behavior (teacher says, "no," "stop," "don't")			
Children are threatened with an impending negative consequence that will occur if problem behavior persists			
Children seem happy and content and are engaged in exploring their environment			
<b>Teamwork</b>			
Interactions between adults (i.e. lead teacher, families, co-workers) are respectful and positive			
There is evidence of regular communication with families about the individual needs of their children			
There are happy, relaxed, comfortable interactions (smiles, hugs, etc.)			
Teachers and other adults (i.e families and volunteers) seem happy			

<b>Classroom management:</b>			
Children are reminded of posted behavior expectations			
Teachers are prepared for activities before the children arrive at the activity			
Teachers support children in learning to manage their anger			
When children have problems, teachers help children generate solutions			
Teachers support children in learning how to solve problems			
Teachers encourage interactions between children during play or activities			
Teachers help children enter into and maintain interactions with peer			
Emotions are discussed in the classroom			
Independence is encouraged among children.			
Staff assists children in developing appropriate social skills.			
<b>General Comments:</b>			

**Staff Contact Log**

<b>Date</b>	<b>Phone</b>	<b>Mtg</b>	<b>Nature of Contact</b>