

PRESCHOOL MENTAL HEALTH CLIMATE SCALE

Gilliam 2009 (used with permission)

Consultant: _____

Number of children in classroom _____

Number of staff present in classroom _____

Age range of children in group - youngest to oldest (in years/months) ___/___ - ___/___

Observation date 1 _____ Total time _____

Observation date 2 _____ Total time _____

Observation date 3 _____ Total time _____

Activities Observed (fill in the circle for every activity you observed):

Nap meal free choice

circle time arrival outside

How long has it been since you worked in this classroom? _____ years _____ months

For how long have you worked with this teacher (if more than one teacher select the one you have worked with the longest) _____ years _____ months

Are there child-focused cases you are working on in this classroom at this time?

yes no

If yes, how many? _____

Have there been any significant changes in this classroom? (check all that apply)

New teachers _____ Change in Director _____

Changes in ages or number of children _____

Change in program activities or curriculum _____

Other _____

COMMENTS: _____

INSTRUCTIONS

You should spend a minimum of three hours in the classroom observing a variety of activities including meal time, a few transitions and both structured and unstructured activities. Then rate the items by filling in the circle that best fits the statement, using the key provided below.

Rate the average score of the teachers/teaching staff in the room from the perspective of the children. For example, In question two, if one staff often handles a transition in a planned manner and the other staff sometimes handles a transition in planned manner then the classroom as a whole would be rated as moderately handling a transition in a planned manner. Use the "comments" section to provide examples/clarification.

SCORING IS OPTIONAL as this form will be automatically scored; you may score and retain the last page for your own purposes.

SECTION I: POSITIVE INDICATORS A. TRANSITIONS

1	2	3	4	5	
Never or not true	Sometimes or Somewhat	Moderately Frequent or Moderately True	Often or Very True	Consistently or completely true	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1. Transitions between activities are smooth yet unregimented.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2. Transitions are handled <i>in</i> a planned manner
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3. Transitions are quick and flexible enough for the developmental level of the children.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4. Prior to transitions, subsequent activities are set up and ready to go.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5. During transitions, enough staff is present and helping.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6. During transitions, staff provide children individual support and flexibility as needed.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7. During transitions, staff actively interact with children in order to facilitate smooth transitions or continued learning.

COMMENTS: _____

B. DIRECTIONS & RULES

1 Never or not true	2 Sometimes or Somewhat	3 Moderately Frequent or Moderately True	4 Often or Very True	5 Consistently or completely true	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. Staff encourages appropriate behavior.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9. Staff expresses clear directions and behavioral expectations and provides appropriate follow through on instructions.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10. Staff consistently enforces classroom rules.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11. Rules, directions and expectations are developmentally appropriate.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12. Staff uses positive classroom management techniques to manage children's behaviors. If no challenging behaviors observed, do not score and check here <input type="checkbox"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	13. Staff uses redirection appropriately to manage challenging behaviors. If no challenging behaviors observed, do not score and check here <input type="checkbox"/>

COMMENTS: _____

C. STAFF AWARENESS

1 Never or not true	2 Sometimes or Somewhat	3 Moderately Frequent or Moderately True	4 Often or Very True	5 Consistently or completely true	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	14. Staff is aware of potential behavioral challenges before they escalate, and staff intervenes appropriately.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	15. Staff physically circulates around the room.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	16. Staff appears constantly aware of the entire class, even when working with smaller groups or individual students. Staff is able to attend to many activities and tasks simultaneously and shift focus of attention at ease.

COMMENTS: _____

D. STAFF AFFECT

1	2	3	4	5	
Never or not true	Sometimes or Somewhat	Moderately Frequent or Moderately True	Often or Very True	Consistently or completely true	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	17. Staff seems to enjoy their job.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	18. Staff seem to be having fun, and appear to enjoy the children and/or teaching the children new skills.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	19. Staff is active and energetic, not lethargic.

COMMENTS: _____

E. STAFF COOPERATION

If there is only one staff member, check here and skip to Section G

1	2	3	4	5	
Never or not true	Sometimes or Somewhat	Moderately Frequent or Moderately True	Often or Very True	Consistently or completely true	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	20. Staff members work well together.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21. Staff members have distinct roles that are both complementary and flexible. They act like a team and share responsibilities well.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	22. Staff members appear to enjoy each other.

COMMENTS: _____

F. STAFF-CHILD INTERACTIONS

1 Never or not true	2 Sometimes or Somewhat	3 Moderately Frequent or Moderately True	4 Often or Very True	5 Consistently or completely true	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	23. Staff Initiates conversations with children.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	24. Staff addresses children at eye level and In a clear and understandable manner.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	25. Staff actively listens to children with attention.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	26. Staff interactions with children are positive, without fussing or arguing.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	27. Staff interactions with children are affectionate and warm.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	28. Staff does or says things to help children feel accepted and special.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	29. Staff shows positive facial affect towards children.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	30. Staff is respectful of children.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	31. Staff is fair to children. Staff does not repeatedly reprimand certain children for behaviors that others exhibit without comment.

COMMENTS: _____

G. TEACHING FEELINGS & PROBLEM-SOLVING

1 Never or not true	2 Sometimes or Somewhat	3 Moderately Frequent or Moderately True	4 Often or Very True	5 Consistently or completely true	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	32. Staff capitalizes on opportunities to talk about feelings.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	33. Staff helps children label their own feelings.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	34. Staff helps children to express their feelings to others verbally, rather than by using physical means.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	35. Staff actively encourages/jfacilltates positive interactions between children.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	36. Staff uses a variety of positive methods (e.g., offering behavioral choices, encouraging good problem-solving skills, or modeling appropriate behaviors) to promote prosocial behaviors.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	37. Staff actively promotes children's use of language to prevent/negotiate conflicts.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	38. When conflicts arise, staff helps children devise their own solutions to peers conflicts. If no conflicts observed, do not score and check here <input type="checkbox"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	39. When conflicts arise, staff discusses with the children a variety of alternative solutions for their disagreements. If no conflicts observed, do not score and check here <input type="checkbox"/>

COMMENTS: _____

H. INDIVIDUALIZED & DEVELOPMENTALLY APPROPRIATE PEDAGOGY

1	2	3	4	5	
Never or not true	Sometimes or Somewhat	Moderately Frequent or Moderately True	Often or Very True	Consistently or completely true	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	40. Staff promotes learning through developmentally appropriate practices.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	41. Staff seems to know each child's developmental strengths and needs and individualizes expectations and interactions accordingly
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	42. Staff provides children with individualized support.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	43. Staff actively facilitates children's social development.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	44. Staff actively supports children's play.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	45. Activities are of an appropriate duration, pace, variability, and level of stimulation to maintain children's attention.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	46. Children appear to be happy and well adjusted.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	47. Children are involved, well behaved, cooperative, and attentive.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	48. Children Interact well with staff.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	49. Children interact with peers in a way that shows mutual affiliation, concern, or affection.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	50. Chldren appear to be. developing Independence, creativity, and adaptive coping skills.

COMMENTS: _____

SECTION II: NEGATIVE INDICATORS

1 Never or not true	2 Sometimes or Somewhat	3 Moderately Frequent or Moderately True	4 Often or Very True	5 Consistently or completely true	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1. Staff does not help children to engage in productive play/activities.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2. Staff places unrealistic , demands, on children's attention span.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3. Staff imposes solutions on conflicts.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4. Staff shouts at children from across the room.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5. Staff threatens children with consequences.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6. Staff humiliates or frightens children.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7. Staff uses physjtal contact prfmافی as a means for controlling behavior
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. Noise level in the classroom is too high.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9. Visual stimulation in the classroom is either too high or too low.

COMMENTS: _____

**PRESCHOOL MENTAL HEALTH CLIMATE SCALE
STANDARDIZATION VERSION 2.1**

SCORING FORM (THIS IS OPTIONAL)

	Item Sum Scores	Number of Items	Scores
I. Positive Indicators			
A. Transitions	_____ ÷	7	= _____
B. Directions & Rules	_____ ÷	6 (or 4)	= _____
C. Staff Awareness	_____ ÷	3	= _____
D. Staff Affect	_____ ÷	3	= _____
E. Staff Cooperation	_____ ÷	3	= _____
F. Staff-Child Interactions	_____ ÷	9	= _____
G. Feelings & Problem Solving	_____ ÷	8 (or 6)	= _____
H. Pedagogy	_____ ÷	6	= _____
I. Child Interactions	_____ ÷	5	= _____
Total Positive	_____ ÷	Total = _____	= _____
II. Negative Indicators			
Total Negative	_____ ÷	9	= _____