

CHECKLIST FOR A MENTALLY HEALTHY CLASSROOM

PLEASE REVIEW REGULARLY AS A "SELF-CHECK" FOR YOUR CLASSROOM:

- MAKES EYE CONTACT WITH CHILD
- PRAISES VERBALLY, WITH BODY LANGUAGE AND TOUCHING (WITH THE CHILD'S PERMISSION)
- FINDS AT LEAST ONE POSITIVE THING TO SAY TO "EACH" CHILD DAILY
- HAVE MATERIALS AVAILABLE FOR CREATIVE EXPRESSION (PLAY-DOUGH) - EASY TO CREATE WITH, RELEASE TENSIONS, ETC.)
- HUGS CHILDREN (IF CHILD ALLOWS) SHOWS AFFECTION FOR CHILDREN
- PROVIDES POSITIVE FEEDBACK ABOUT WORK/PLAY CREATIONS
- GETS DOWN ON THE FLOOR AND PLAYS W/CHILDREN
- PROVIDES TIME FOR CHILDREN TO BE INDEPENDENT
- ENCOURAGES CHILDREN TO INITIATE ACTIVITIES
- FOLLOWS CHILD'S LEAD IN COMMUNICATION BY "LISTENING" AND RESPONDING TO CHILDREN'S CONVERSATIONAL TOPICS
- ALLOWS TIME FOR CHILDREN TO IMITATE ACTIONS AND COMMUNICATIONS INITIATED BY THE ADULT
- COMMUNICATES WITH CHILDREN FACE TO FACE, ON THEIR LEVEL
- ENCOURAGES CHILDREN TO USE TOYS AND MATERIALS IN THEIR OWN WAY
- QUIETLY TALKS WITH CHILD ABOUT MISBEHAVIOR
- FACILITATES COOPERATIVE PLAY AND SHARING
- FACILITATES CARING BEHAVIORS BETWEEN CHILDREN
- FACILITATES SOCIODRAMATIC PLAY

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- ALLOWS CHILDREN TO EXPRESS A VARIETY OF EMOTIONS IN DEVELOPMENTALLY APPROPRIATE WAYS
- MODELS EXPRESSION OF FEELINGS AND REFLECTS FEELING OF CHILDREN
- DEMONSTRATES AWARENESS AND ACCEPTANCE OF INDIVIDUAL DIFFERENCES
- CLASSROOM MATERIALS, DECORATIONS, ETC., REFLECT ETHNIC DIVERSITY
- GREETES EACH CHILD/FAMILY INDIVIDUALLY IN THE MORNING
- SHOWS INTEREST IN AND RESPONDS TO CHILD-INITIATED ACTIVITIES
- HELPS CHILDREN TO PROBLEM-SOLVE SOCIAL SITUATIONS THEMSELVES (E.G. TURN TAKING)
- PROVIDES REASON FOR RULES AND EXPLANATION FOR CONSEQUENCES
- CLASSROOM RULES ARE DEVELOPMENTALLY APPROPRIATE AND ARE "POSTED"
- INDIVIDUALIZE ACCORDING TO (SPECIAL) NEEDS OF THE CHILDREN
- CHILDREN'S WORK IS DISPLAYED AT APPROPRIATE LEVELS
- LISTEN "ATTENTIVELY" TO CHILDREN