

## Normalization Check

This universal screen is to be completed for all children in the 3-6 environment during the 6th week of school. The teacher completes the form as a means of identifying patterns that may lead to qualitative insights that will support both individual and classroom normalization. Ratings of **A**lways, **U**sually, **S**ometimes, **N**ever should be based on recorded observations of each child in the environment. Students who are demonstrating difficult will likely have a preponderance of ratings of **S** or **N**. This form should be used to assist communication with the family and to inform the Child Study process.

**Student:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Age:** \_\_\_\_\_

**# of Years in Montessori** \_\_\_\_\_

**Date:** \_\_\_\_\_

|   | A | U | S | N | Comments |
|---|---|---|---|---|----------|
| <b>Enters classroom calmly</b> <ul style="list-style-type: none"> <li>• Separates from parent</li> <li>• Greets adults</li> </ul>   |   |   |   |   |          |
| <b>Chooses appropriate work</b> <ul style="list-style-type: none"> <li>• Selects work that requires maximum effort</li> <li>• Redirects when desired work is in use</li> </ul>  |   |   |   |   |          |
| <b>Participates in lessons</b> <ul style="list-style-type: none"> <li>• Accepts invitations</li> <li>• Engages mutually with adult</li> </ul>   |   |   |   |   |          |
| <b>Asks for Lessons</b>   |   |   |   |   |          |
| <b>Completes work</b> <ul style="list-style-type: none"> <li>• Follows from beginning to end</li> <li>• Repeats as necessary</li> <li>• Persists when frustrated</li> </ul>   |   |   |   |   |          |
| <b>Regulates Physical Behavior</b> <ul style="list-style-type: none"> <li>▪ Manages toileting</li> <li>▪ Manages clothing (zippers, shoes, coat)</li> <li>▪ Walks around room without stepping on the work of peers</li> </ul>                                      |   |   |   |   |          |
| <b>Regulates Social Behavior</b> <ul style="list-style-type: none"> <li>▪ Refrains from interrupting ongoing conversations</li> <li>▪ Observes peers' work without interrupting</li> <li>▪ Shares snack</li> </ul>  |   |   |   |   |          |
| <b>Engages positively in the classroom community</b> <ul style="list-style-type: none"> <li>• Readily offers help to peers</li> <li>• Readily participates in the care of the environment</li> <li>• Demonstrates trust in the adults in the environment</li> </ul> |   |   |   |   |          |

**Additional Notes:**

**Parent Communication Dates:** \_\_\_\_\_

**Support Strategies Attempted:**