MINNESOTA AFFECT RATING FORM*

Revision of Minnesota Preschool Affect Checklist (Edward J. Schork and L. Alan Sroufe, Institute of Child Development, University of Minnesota); revised by Elizabeth Lemerise and Zvi Strassberg, Child Development Project, Vanderbilt University.

TCID __________ Observer __________ Date __________ Session 1 2

School ______________ Reliability __________

Instructions: Circle a “1” if the item occurred or a “0” if the item did not occur during this observation period.

POSITIVE AFFECT

1. uses positive affect to initiate contact, to engage another (must begin or restart interaction after a substantial break).

2. when already in interaction with someone, directs positive affect at them (affect is directed at a specific person).

3. when in a social situation, displays positive affect but does not direct it to any one in particular.

4. shows very positive affect: exuberance, “lights up.”

5. shows ongoing high enjoyment, “has a lot of fun” (sustained continuously for 30 sec or more).

6. uses face very expressively to show positive affect in communicating directly with another.

7. shows pride in accomplishment (usually verbal statement).

POSITIVE ADJUSTMENT

8. engrossed, absorbed, intensely involved in activity: emotionally invested in creative, productive, thematically organized, or other activity that has a positive emotional function (does not include intensive but unfocused activity, e.g., running around the room).

9. independence: involvement in an activity that the child organizes for him/herself.

10. shows ability to tolerate well in an emotionally arousing situation (although does not promptly verbalize feelings to others).
11. successful leadership: plays an organizing role in an activity in which other children “follow the lead” and participate.

12. smoothly approaches an already ongoing activity (does not disrupt or antagonize) and GETS ACTIVELY INVOLVED.

13. smoothly approaches an already ongoing activity (does not disrupt or antagonize) but DOES NOT GET ACTIVELY INVOLVED*.

14. interpersonal awareness: behavior reflecting knowledge or awareness about another person.

15. empathy: concern or other empathic responses to another person’s emotional display (usually when another is distressed).

16. helping behavior (unsolicited) directed to other child.

NEGATIVE AFFECT

17. uses negative affect to initiate contact, to begin a social interaction with someone.

18. directs negative affect specifically at a particular other person when already in interaction with them.

19. uses face very expressively to show negative affect in communicating directly with another.

20. facial expression looks depressed (can be brief).

21. shows very negative affect: anger, distress, protest, crying, etc.

NEGATIVE ADJUSTMENT

22. mannerisms, stereotypes (e.g., rolling the tongue around the mouth, characteristic facial distortions, characteristic nonverbal vocalizations; “quirky” gestures).

23. no social interaction continuously for 3 min or more when context is appropriate and social interaction would be expected.

24. expresses negative affect to another CHILD in response to the other’s neutral or positive overture (appears inappropriate in context).

25. takes pleasure in another’s distress.

26. does not respond when approached affectively by another.
27. inept attempts at leadership: attempts to exert an organizing, directive, or leadership influence on others, but they do not comply (check on basis of others’ noncompliance) (often includes self-defeating use of affect, e.g., bossiness).

28. wandering: moves around the room with no/little involvement in activities or social interaction.

29. listless: looks fidgety and emotionally uninvested but still emotionally “present”: stays in one area, but shows little/no involvement in activities or social interaction.

30. vacant: very flat, unexpressive, detached face, no involvement, looks “emotionally absent.”

31. tension bursts: undirected motor release (one or several; usually brief).

32. diffuse: looks somewhat emotionally invested but unable to sustain it for long in any one activity, i.e., “jumps from one thing to another” (gets slightly involved in one thing, then soon moves on repeatedly).

33. hits, kicks, shoves, knocks over or throws objects when emotionally aroused.

34. very angry in response to an emotionally arousing event (vs. tantrum not as sustained, loss of control not as great and may be limited).

35. withdrawal (=becomes withdrawn), “shut down” in response to an emotionally arousing event (whether leaves area or not) (NB: must see withdrawal occur).

36. disorganized, non-goal-directed activity when emotionally aroused.

37. pouty, sullen.

38. unprovoked, physical interpersonal aggression (no preceding provocation behavior by victim, e.g., BULLYING).

39. hazing, teasing, or other verbal or nonverbal provocation or threat. (no preceding provocation by victim).

* Not part of positive adjustment scale, but included out of theoretical interest.

Comments: