1. **Arrange Orderly Physical Arrangement**

Observe and monitor the three components of physical arrangement during 10-20 minutes of activity and during predictable problematic time periods:

**Assessment Type** (circle):Self-Assess or Direct Observation **Schedule** (circle): Baseline or Follow-up

**School:** **Date:** **Time:** **Rm:** **Grade:** **Subject:** **Teacher:**

|  |  |  |
| --- | --- | --- |
| **Yes = 2** | **Somewhat = 1** | **No = 0**  |
|  | Traffic patterns are always clearly defined and allow movement without disrupting others  |  | Traffic patterns are clearly defined and allow movement without disrupting others somewhat of the time. |  | Traffic patterns are not clearly defined and do not allow movement without disrupting others, or there are unsafe areas. |
|  | Staff/students have easy access to enter/exit classroom |  | Staff and students have easy access to enter/exit classroom 50% of the time. |  | There is not easy access for entering/exiting classroom |
|  | Materials are clearly labeled, easily accessible, and organized for ease of use |  | Some of the materials are clearly labeled, easily accessible and organized for ease for use |  | Materials are not clearly labeled, are not accessible or organized  |
|  | Only current or relevant materials from the behavior/academic curriculum are displayed  |  | Current behavior/academic curriculum is visible, yet some displayed materials from the previous curriculum are still displayed.  |  | Current behavior/academic curriculum is not displayed, and/or many displayed materials are outdated. |

1. **Classroom Teaching Matrix (i.e. Establishing Expectations, Rules, and Routines)**

Observe and monitor for aligned expectations, rules, and routines during a 10-20 minute period:

**Assessment Type** (circle):Self-Assess or Direct Observation. **Schedule** (circle): Baseline or Follow-up

**School:** **Date:** **Time:** **Rm:** **Grade:** **Subject:** **Teacher:**

|  |  |  |
| --- | --- | --- |
| **Yes = 2** | **Somewhat = 1** | **No = 0**  |
|  | Classroom Expectations are the same as the school-wide expectations |  | Classroom expectations are the same, and there are additional/other expectations posted |  | Classroom expectations are different than the school-wide expectations |
|  | Classroom rules are conceptually and visually **aligned** to school-wide expectations. |  | Classroom rules are conceptually aligned, but are not visually displayed as being connected to school-wide expectations |  | Rules are not aligned to school-wide expectations |
|  | Classroom rules are **defined** by being **observable**, **measurable**, and **positively** stated. (e.g. hands and feet to self vs. no-fighting; raise your hand and wait to be called vs. be your best) |  | A few of the rules are not positively stated or are not measurable or observable |  | Several of the rules are not positively stated or are not measurable or observable |
|  | Classroom Teaching Matrix is prominently posted. Font size is large enough to read from anywhere in the classroom. |  | Matrix is posted but difficult to read from all locations in the classroom. |  | Matrix is not posted, is hard to find, and/or hard to easily read. |
|  | Classroom routines and procedures are 1) succinct, 2) positively stated, and 3) in age-appropriate language or visuals |  | Two out of three items are in place |  | Zero to one items are in place. |
|  | Routines and procedures are aligned with school-wide expectations.School-wide expectations are conceptually and visually included on a classroom matrix for procedures and routines |  | School-wide expectations are conceptually linked to procedures and routines, but not visually included in a classroom matrix  |  | School-wide expectations are neither conceptually or visually linked on the classroom matrix for procedures and routines |
|  | Routines and procedures are prominently posted and in respective locations (e.g. lab routine in lab area). Font size is large enough to read from respective locations. |  | Routines and procedures are posted but not in designated areas and/or not easy to read. |  | Routines and procedures are not posted. |

1. **Employ Active Supervision (move, scan, interact)**

Observe and monitor the three components of active supervision during a 10-20 minute period or during predictable problematic times. Observer should tally to see if the teacher moves, scans and interacts at least 10 times each during a 20-minute observation.

**Assessment Type** (circle):Self-Assess or Direct Observation **Schedule** (circle): Baseline or Follow-up

**School:** **Date:** **Time:** **Rm:** **Grade:** **Subject:** **Teacher:**

|  |  |  |
| --- | --- | --- |
| **Yes = 2** | **Somewhat = 1** | **No = 0**  |
|  | The teacher **moves** at least 10 times during a 20-minute observation:* **Move** and circulate through all parts of the classroom using close proximity to students needing additional support
 |  | This active supervision component is observed, but is less frequent than 10 times during the time period.  |  | The teacher does not use this active supervision component during the time period.  |
|  | The teacher **scans** at least 10 times during a 20-minute observation:* Visually **scan** all parts of the classroom looking for both appropriate behaviors (provide acknowledgement) and inappropriate behaviors (close proximity and error correction)
 |  | This active supervision component is observed, but is less frequent than 10 times during the time period.  |  | The teacher does not use this active supervision component during the time period.  |
|  | The teacher **interacts** at least 10 times during a 20-minute observation:* **Interact** frequently providing positive feedback, pre-correction, and correction. The teacher monitors and provides additional support to students needing help with academic and/or social behavior.
 |  | This active supervision component is observed, but is less frequent than 10 times during the time period.  |  | The teacher does not use this active supervision component during the time period.  |

1. **Encouraging Appropriate Behaviors**

**Assessment Type** (circle):Self-Assess or Direct Observation **Schedule** (circle): Baseline or Follow-up

**School:** **Date:** **Time:** **Rm:** **Grade:** **Subject:** **Teacher:**

|  |  |
| --- | --- |
| **Teacher Interview or Review of Written School-wide Plan:** Expectations, Rules, Routines, are actively taught:* How frequently are expectations, rules, routines formally taught?
* How is it decided which expectations, rules, routines to teach each week?
* Evidence: Request to see last behavior and academic lesson plans taught.
 | Notes: |
|  | **Teaching Behavior/Routines; Preventative Prompts** |  |  |  |  |
| **2** | **Yes = 2** | **1** | **Somewhat = 1** | **0** | **No = 0** |
|  | Lessons on expectations and examples are taught at least weekly (see lesson plans). Expectations and rule prompts are embedded into daily lessons and activities. (see academic plans)  |  | Rules and expectations are taught once per grading period.Occasional prompting and practicing embedded into lessons and activities. |  | Rules and expectations are not taught, or are taught less than once per grading period. |
|  | Routines and procedures are taught and practiced at least monthly to maintain consistency and fluency.  |  | Routines and procedures are taught and practiced quarterly to maintain student consistency and fluency |  | Routines and procedures are not in place, or not taught and practiced at least 4 times throughout the year |
|  | Students demonstrate routine implementation of posted procedures throughout the day.  |  | Procedures are used at least weekly, and are routine for 50%-80% of students |  | Procedures are not in place or not routine for at least 50%. |
|  | Students are prompted and acknowledged for using routines and procedures. Prompts prepare students to follow the routine. Acknowledgements recognize success with the routine with behavior specific praise statement (BSP):* identifying student or group
* identifying the expectation and routine
* provide acknowledgement

provide tangible reinforcement (optional) |  | Students are either prompted or acknowledged for using routines and procedures. |  | Routines and procedures are not in place, or students are neither prompted or acknowledged for using routines and procedures.  |
|  | **Behavior Specific Praise;** **Individual Reinforcers** |  |  |  |  |
| **2** | **Yes = 2** | **1** | **Somewhat = 1** | **0** | **No = 0** |
|  | BSP is used and **all four** components of BSP are observed: (1) identification of student/group in a way that it is known who is being praised, (2) include a term of praise (3) describe and acknowledge the rule/behavior being recognized. (4) link to school-wide expectation (best practice)(5) optional - provide tangible reinforcement**Examples:*** “Javier, great job waiting your turn”
* “Class, terrific job *being safe* by walking in the hallway just as we practiced. Everyone is silent and hands are at sides.”
 |  | Only **first three** components of BSP are observed: (1) identification of student/group in a way that it is known who is being praised, (2) include a term of praise (3) describe and acknowledge the rule/behavior being recognized.  |  | No praise, or only first 2 components are observed (general praise) |
|  | BSP was also linked to school-wide expectations 50% or more of the time |  | BSP was also linked to school wide expectations some of the time (below 50%) |  | BSP was not linked to school wide expectations; or was not used |
|  | BSP is contingent (student demonstrates behavior being reinforced) and delivered immediately upon student accurately displaying desired behavior.  |  | Teacher uses BSP within 10 minutes of student/group displaying the desired behavior  |  | Students receive BSP without demonstrating the behavior; or BSP was not used |
|  | Ratio of BSP (Behavior specific praise statements) are delivered at least 4 times as often as EC (error correction) |  | Behavior specific praise statements are delivered 2-3 times as often as corrective feedback |  | Behavior specific praise statements are delivered fewer than 2 times as often as corrective feedback; or BSP was not used |
|  | Ratio of all positive feedback (both BSP and General praise) are delivered at least 4 times as often as all corrective feedback |  | Positive feedback is delivered 2-3 times as often as corrective feedback |  | Positive feedback is delivered fewer than 2 times as often as corrective feedback; or praise was not used |
|  | If tangible reinforcements are used, teacher uses BSP when students earn the reinforcement.*Note: Rate this following item if a school-wide tangible acknowledgement system is in place (e.g. gotchas), or a class-wide tangible system (e.g., marbles, table-points, etc.) is in place*  |  | Teacher only uses first 2 components of BSP when tangible reinforcements are earned.  |  | BSP is not used when students earn tangible reinforcements |
|  | **Group Contingencies** |  |  |  |  |
| **2** | **Yes - 2** | **1** | **Somewhat - 1** | **0** | **No - 0** |
|  | Teacher identifies and teaches the rule (specific behavior) or procedure/routine and links to schoolwide expectation |  | Teacher identifies and teaches the rule (specific behavior) or procedure/routine but does not link to schoolwide expectation |  | Rule or Routine is not taught at the start of PBG |
|  | All students included if class wins (e.g. class plays as entire team, or if played by tables, then winning table picks award but all students participate) |  | If class plays as smaller groups, only the winning group earns the reward. |  | One or more students are excluded from winning with their group or the whole class. |
|  | Teacher effectively provides pre-teaching during the playing period prior to difficult transitions |  | Teacher provides a simple and effective prompt to pre-correct for the rule or expectation |  | No evidence of pre-corrections |
|  | Class earns acknowledgments for engaging in the identified behavior.  |  | Class earns acknowledgements at a slow rate (resulting in losing interest/focus on skill) |  | Class does not earn acknowledgements for engaging in the desired behavior |
|  | The monitoring system and target rule/behavior/routine are prominently displayed and easy to see from anywhere in the classroom. |  | Monitoring system is displayed, but target rule/behavior/routine is not indicated. |  | Monitoring system is not displayed, or is not easy to see.  |
|  | If inappropriate behavior occurs, teacher uses strategy(s) from continuum of strategies to respond to inappropriate behavior (e.g. planned ignoring, prompting, re-teaching, etc.), and the game continues |  | Teacher uses strategies from continuum to address inappropriate behaviors, but they are ineffective and prevent the game from continuing. |  | Teacher does not respond to inappropriate behavior, or strategies used were not recommended and/or supported (e.g. shouting, response cost, etc.) |
|  | Teacher pairs students’ earning acknowledgements with BSP (individual or class-wide praise) |  | Acknowledgements are earned only with generic praise |  | Acknowledgements are earned without generic praise. |

1. **Continuum of Responses to Inappropriate Behavior**

**Assessment Type** (circle):Self-Assess or Direct Observation **Schedule** (circle): Baseline or Follow-up

**School:** **Date:** **Time:** **Rm:** **Grade:** **Subject:** **Teacher:**

|  |  |  |
| --- | --- | --- |
| **Yes = 2** | **Somewhat = 1** | **No = 0**  |
|  | Disruptions did not take place during observation. |  | Some disruption(s) took place, but other peers were not impacted. |  | Disruptions took place impacting the ability of peers to learn |
|  | Teachers uses continuum (a minimum of 3 strategies observed) to respond to inappropriate behavior  |  | 1-2 strategies used other than general correction |  | No strategies used, or strategies used were not recommended and/or supported (e.g. shouting, response cost, etc.) |
|  | Inappropriate behavior is addressed in a calm, consistent, brief, immediate, and respectful manner.  |  | Some Inappropriate behavior was not addressed in a calm, consistent, brief, immediate, and/or respectful manner.  |  | • Most of the inappropriate behavior was not addressed in a calm, consistent, brief, immediate, and/or respectful manner, or• No behaviors were corrected |
|  | When using error correction, the following five steps are observed: 1. Respectfully address student2. Describe inappropriate behavior3. Describe expected behavior4. Link to rule/expectation on Matrix 5. Redirect back to appropriate behavior |  | 3 or 4 out of the 5 steps observed during error correction. |  | Error Correction was not used |
|  | Teacher follows error correction with BSPS as soon as student displays appropriate behavior |  | Teacher delivers BSPS at least 50% of the time in response to student displaying appropriate behavior after having received an error correction |  | • Teacher does not use BSPS to reinforce student after receiving error correction, or• There is evidence of a response cost system in the classroom (clothespin, flip cards, etc.), or • no behaviors were corrected |

1. **Engagement and Opportunities to Respond**

*Observe and monitor the components of Opportunities to Respond during a 10-20 minute period of active instruction:*

**Assessment Type** (circle):Self-Assess or Direct Observation **Schedule** (circle): Baseline or Follow-up

**School:** **Date:** **Time:** **Rm:** **Grade:** **Subject:** **Teacher:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Yes = 2** | **Somewhat = 1** | **No = 0**  | **N/A** |
|  | A variety of strategies are used to replace single student responding, and engage students in group responses |  | 1-2 strategies are used to engage students in group responses |  | Students are not engaged in group responses |  | Active instruction was not observed |
|  | Group responses are used more frequently to engage all students.  |  | Group responses and individual responses are used equally |  | Individual responses are used predominantly, and/or the same students are regularly targeted to respond. |  | Active instruction was not observed |
|  | Teacher talk is less than 40% of instruction time observed |  | Teacher talk is 40-60% of time observed |  | Teacher talk is greater than 60% of time observed |  | Active instruction was not observed |
|  | Wait time equals 5 seconds |  | Wait time is less than five seconds |  | Teacher does not allow wait time |  | Active instruction was not observed |
|  | On average, 80% or more of students are on task during the observation  |  | On average, 70-79% of students are on task during the observation |  | On average, less than 70% of students are on task during the observation |  |  |
|  | 80% or more of students are on task during each of the three scans |  | On-task dropped down to 70-79% of students during one or more scans |  | On-task dropped down to less than 70% of students during one or more scans |  |  |

**Data Tools**

Data Tool for **Behavior Specific Praise** and **Continuum of Strategies to Respond to Inappropriate Behaviors**

*Observe and monitor the during a 10-20 minute period and during predictable problematic times*

**Start** **Time:** **End Time:**

|  |  |  |
| --- | --- | --- |
| **Observation Data for Praise and Corrections:** | **Tally:** | **Total Count:** |
| **General Praise for behavior**(great job; thumb’s up; etc.) |  |  |
| **Specific Praise for behavior**(identify the student or group, include a term of praise, name the behavior) |  |  |
| **Specific Praise for behavior, with expectation named**(identify the student or group, include a term of praise, name the behavior, name the expectation met) |  |  |
| **Corrections to Inappropriate Behavior**Verbal, redirect, prompt, gesture, proximity control, etc.  |  |   |
| **Specific Correction to Inappropriate Behavior**(identify student or group, name the behavior or expectation not met, name the behavior expected)  |  |  |
| **Response Strategies Used:** |  |  |
|  Planned Ignoring |  Praise the Appropriate Behavior in Others |  Specific Error Correction |  Restorative Circle |
|  Direct Eye Contact/ Prompt |  Redirect |  Regulate, Relate, Reason strategy |  Other: |
|  Physical Proximity |  Re-teach |  Provide Choice |  Other: |
|  Signal/Non-Verbal Cue |  Praise Approximations (Differential Reinforcement) |  Conference with Student |  Other: |
| *Final Ratios:* | Specific Praise to Specific Error Correction:  | All Praise to All Corrections:  |

Notes:

|  |  |
| --- | --- |
| **Data Collection for Engagement & Multiple Opportunities to Respond** | **Data:** |
| Tally of instructional questions, statements or gestures made by the teacher seeking an academic response (**Group** – all students responding) |  |
| Tally of instructional questions, statements or gestures made by the teacher seeking an academic response (**Individual** – single student responding) |  |
| Strategies used to replace single student responding (e.g. use of response cards, dry erase boards, white boards, response clickers, choral response, guided notes, computer assisted instruction, class-wide peer tutoring and direct instruction, etc.): |  |
| **Observation of On-task/Off-task Behavior for Academic Engagement:** * Three times (note time below) during a 10-minute observation, scan all students to note on-task and off-task behaviors;
 |
| Total # Students in Class: |  | Time of each scan: | **Time 1:** | **Time 2:** | **Time 3:** | **Average** |
| Ratio and % on-task at each interval: |  |  |  |  |
| Brief description of the instructional context during the observation (Individual instruction, small group, whole class, tech in use, etc.) |  |

 **General Notes:**