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		Current behavior/academic curriculum is not displayed, and/or many displayed materials are outdated.
	Behavior/academic curricular materials reflect art and artifacts that represent student and family histories. There is documented evidence that lessons build and prime background knowledge for increasing relevance.		Behavior/academic curriculum represent some but not all student cultures, and/or there is verbal agreement that building and priming background knowledge occurred but no documentation		Behavior/academic curriculum only reflects the dominant culture and there is no evidence of building or priming background knowledge for relevance.

2. 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. There is documented evidence that students contributed to development of the rules (eg. Student developed posters, rules assignment(s), lesson plans, etc)		Classroom rules are conceptually aligned, but are not visually displayed as being connected to school-wide expectations and/or there is verbal agreement that students participated in developing rules but there is no documentation.		Rules are not aligned to school-wide expectations, and there is no evidence that students contributed to development of the rules.
	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 in languages spoken by the students in the classroom.		Matrix is posted but difficult to read from all locations in the classroom and/or matrix is only posted in English.		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, and 4) in multiple languages to reflect the languages spoken by the students.		Three out of four items are in place		Zero to two items are in place.

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	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.

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3. 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. The 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: o **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: o 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: o **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.

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4. 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: o How frequently are expectations, rules, routines formally taught? o How is it decided which expectations, rules, routines to teach each week? o 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): o identifying student or group o identifying the expectation and routine o 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:** o "Javier, great job waiting your turn" o "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

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	Ratio of BSP (Behavior specific praise statements) are delivered at least 5 times as often as EC (error correction)		Behavior specific praise statements are delivered 3-4 times as often as corrective feedback		Behavior specific praise statements are delivered fewer than 3 times as often as corrective feedback; or BSP was not used
	Positive Verbal Contact Positive contact was observed with 5+ different students in a 20 minute observation (providing non-contingent verbal attention such as greeting students at the door, asking students how they are doing).		Positive contact was observed with 3-4 different students in a 20 minute observation (providing non-contingent verbal attention such as greeting students at the door, asking students how they are doing)		Positive contact was observed with less than 3 different students in a 20 minute observation (providing non-contingent verbal attention such as greeting students at the door, asking students how they are doing)
	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.

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6. 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
There is evidence teacher has primed background knowledge, and/or engaged students in building relevance.		There is no evidence teacher has primed background knowledge, and/or engaged students in building relevance.	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
Most individual Opportunities to Respond are provided in a format that all or most students can participate, and not limited to hand raising (eg. White boards, paper/pencil, turn and talk and report out, etc)	Some individual Opportunities to Respond are provided in a format that all or most students can participate, and not limited to hand raising (eg. White boards, paper/pencil, turn and talk and report out, etc.)	Individual Opportunities to Respond are limited to hand raising	Active instruction or Opportunities to Respond 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	

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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 or social response (**Group** – all students responding)	
Tally of instructional questions, statements or gestures made by the teacher seeking an academic or social 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:

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