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| **Positive Classroom Behavioral Support Snapshot:**  **Classroom Teaching Matrix (Rules and Procedures)** |
| ***Expectations***are the school-wide outcomes (e.g., Respectful, Responsible, Safe). ***Rule****s* provide clear meaning of what expectations look and sound like. ***Procedure****s* define tasks for accomplishing classroom tasks (e.g, what do conversation, movement, asking for help look and sound like during different instructional times or other activities in the classroom). ***Routines*** are habits formed from practicing procedures. A dependable system of rules and procedures provides a safe and predictable environment for students and supports them to be engaged with learning. |
| **Development of a Classroom Teaching Matrix:**   * Make a list of procedures that would help create predictability and structure in your classroom (consider problem areas or problem times such as arrival, small group work, independent work). Engage students in development and commitment to rules and procedures. * Define rules and procedures aligned with school-wide expectations using the guidelines outlined below * Use a teaching matrix to organize rules and procedures aligned with school-wide expectations (teacher use). Create and display rules and procedures (e.g., student friendly posters, flip charts, SMART Board) for student access and on-going reference. * Teach explicitly, model, practice, reinforce, and provide error correction using language reflected in the matrix to provide on-going feedback to students as they develop fluency with rules and procedures. |
| |  |  |  |  | | --- | --- | --- | --- | | **Guidelines:** | **This means:** | **Example:** | **Non-example:** | | Observable | I can see it | Raise hand and wait to be called on | Be your best | | Measurable | I can count it | Bring materials | Be ready to learn | | Positively Stated | I tell students what TO do | Hands and feet to self | No fighting | | Understandable | The vocabulary is appropriate for age/grade level | Hands and feet to self | Maintain personal space (K\_1 rule)  \*children this age do not have a concept of “personal space.” | | Always Applicable | I am able to consistently enforce | Stay in assigned area | Remain seated until given permission to leave | |
| **Research**  Evertson, C. M., Emmer, E. T., & Worsham, M. E. (2003). Classroom management for elementary teachers (6th ed.). Boston: Allyn and Bacon.  Kern, L., & Clemens, N.H. (2007). Antecedent strategies to promote appropriate classroom behavior. *Psychology in*  *the Schools*, 44(1), 65-75.  Simonsen, B., & Myers, D. (2015). Classwide Positive Behavior Interventions and Supports: A guide to proactive  classroom management. NY: The Guilford Press.  Sprick, R. (2006). Discipline in the Secondary Classroom: A positive approach to behavior management (2nd ed.). San  Francisco, CA: Jossey-Bass. |

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| **Sample Classroom Teaching Matrix:**   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **The Woodlands**  **Way** | Classroom Rules | Room 200 (Attention signal 1-2-3, Eyes on Me) | | | | | Morning Routine | When you feel upset… | How to Transition/  Line Up | Small Group Work | | Be Responsible | * Stay on task * Clean up area * Apologize for mistakes | * Turn in homework * Put instructional materials in desk * Begin morning work | * Recognize what you’re feeling “I feel…” * Stop and take a few deep breaths | * Put materials away * Get materials ready for next activity | * Do your fair share * Manage time carefully | | Be Respectful | * Raise hand * Listen to speaker * Follow directions | * Say “good morning” to teacher and classmates * Talk in soft voices | * Ask for a break if you need a moment * Express your feelings appropriately | * Listen for direction to next activity | * Listen to your peers * Take turns speaking * Say “I like that idea, AND…” | | Be Safe | * Walk quietly * Keep hands and feet to self | * Put personal belongings in designated areas * Take your seat | * Talk to someone if you need help * Talk to someone if it will make you feel better | * Stand up * Push in chair * Wait for group to be called to line up | * Clean up area when time is up | |
| **Assessment for Classroom Teaching Matrix**  Use this for self-assessment and non-evaluative classroom observations (e.g., buddy observations, peer observations, coach observations)   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Date: Start Time: End Time:**  **Instructional Activities: Small group Whole Group Independent Seatwork Debate Arrival**  **Departure Transition Other: \_\_\_\_\_\_\_\_\_\_\_\_** | | | | | | **Components** | **No** | **Somewhat** | **Yes** | **DNO** | | Classroom rules and procedures aligned with school-wide expectations. |  |  |  |  | | Classroom rules and procedures are observable, measurable, positively stated, understandable, and prominently posted. |  |  |  |  | | Evidence that rules and procedures have been taught and continue to be reinforced (e.g., observation, ask teacher, student behavior). |  |  |  |  | |

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| **Positive Classroom Behavioral Support Snapshot:**  **Continuum of Practices for Responding to Behavior** |
| **Using the *Science of Behavior* as a Foundation for our Support to Build Fluency with School-wide Expectations**   |  |  |  | | --- | --- | --- | | **Antecedents**  **(precede behavior)** | **Behavior**  **(anything we say or do)** | **Consequences**  **(follow behavior)** | | * Define, post, teach/model behavior defined on matrices (school-wide and classroom) * Proximity Control * Active Supervision * Pre-correct before predictable difficulties * High rates of Opportunities to Respond/Active Engagement * Meaningful instruction * Subject, Location, Peers, Adults | School-wide expectations are defined with specific behaviors on the school-wide and classroom matrices   * Observable, Measureable * Positively stated   *AND*  Flowchart that defines classroom-managed behaviors and office-managed behaviors with behavioral examples to define what behaviors look like and sound like | Either increase or decrease future rates of a behavior   * It’s the student’s perception of the consequence that determines if it’s reinforcing (increases behavior) or punishing (decreases the behavior). * Did the consequence increase or decrease the behavior? | |
| |  |  |  | | --- | --- | --- | | **Continuum of Practices to *Encourage* Appropriate Behavior** | **Continuum of Practices to *Discourage* Low Level Behavioral Errors** | **Continuum of Practices to *Discourage* Repeated Behavioral Errors that Interfere with Learning** | | * General praise * Behavior Specific and Contingent Praise * Group Contingencies (Positive Behavior Game) * Behavioral Contracting * Token Economies | Specific and Contingent Error Correction  Re-direction  Re-teaching with additional practice  Behavior specific praise of peers in close proximity and engaged in the desired behavior  Planned ignoring  Direct eye contact/signal/non-verbal cue  Provide choice (effective choice means we get to the same outcome, it is not an ultimatum)  Time out of reinforcement | Behavioral Contracting  Restitution/Restorative  Reflective Assignment  Note: This may be where we begin collecting data on behaviors to inform next steps (think classroom-managed behavior data collection form) | |
| **References:**  Daniels, A.C. (2000). Bringing out the best in people: How to apply the astonishing power of positive reinforcement.  NY: McGraw-Hill.  McIntosh, K., & Goodman. S. (2016). Integrated multi-tiered systems of support: Blending RTI and PBIS. NY: The  Guildford Press.  Simonsen, B., & Myers, D. (2015). Classwide Positive Behavior Interventions and Supports: A guide to proactive  classroom management. NY: The Guilford Press.  Sprick, R. (2006). Discipline in the Secondary Classroom: A positive approach to behavior management (2nd ed.). San  Francisco, CA: Jossey-Bass.  Sutherland, K.S., Wehby, J.H. & Copeland, S.R. (2000). Effect of varying rates of behavior-specific praise on the on-task behavior of students with EBD. *Journal of Emotional and Behavior Disorders*, 8, 2-8. |

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| |  |  | | --- | --- | | **FOCUS on… Behavior Specific and Contingent Praise** | | | *Behavior Specific*: State the specific behavior being praised using language from the school-wide and/or classroom teaching matrix  *Contingent*: Means it is delivered immediately after the behavior we want to see again occurs  Be *sincere*, use *developmentally appropriate language*, praise *effort* and include the *benefit* of engaging in the behavior | | | *Examples* | *Non-Examples* | | Joe, you are sitting quietly. Nice job being responsible! | Cindy, you are doing a great job! | | I am noticing Shelia and Juan getting to class on time. Thank you for being responsible. Well done! | Class, I noticed you all did a great job getting to class on time yesterday. | | Thank you for raising your hand during our class discussion Justin- you are being respectful. Excellent! | Those are cool shoes Devon. |  |  |  | | --- | --- | | **FOCUS on… Specific and Contingent Error Correction** | | | *Specific*: Tells the learner what they are doing incorrectly and what they should do differently in the future (use language reflected in the matrix).  *Contingent*: Means it is delivered immediately after the inappropriate behavior occurs  *Delivery:* Calm, Consistent, Brief, Immediate, Respectful | | | *Examples* | *Non-Examples* | | Joe, please raise your hand to contribute when we are having a class discussion. Calling out is not appropriate during this time. | How many times do I need to say “raise your hand”? | | Jillian, remember to be on time to class which means you are in the door before the final bell rings. | We have gone over this a million times! You need to have bring your materials to class. What are you thinking? What would happen if I sent you to the office or called home? … |   **Assessment for Responses to Student Behavior**  Use this for self-assessment and non-evaluative classroom observations (e.g., record self, buddy observations, peer observations, coach observations).   |  |  |  |  | | --- | --- | --- | --- | | Date:  Start Time:  End Time: | **Responses to Appropriate Behavior** | | **Responses to Inappropriate Behavior** | | *General Responses*: simple praise (good job), gesture (e.g., thumbs up) or a point used without naming the specific behavior. Directed to individual, group, or class. | *Specific Response*:  Behavior Specific Praise (teacher names the specific behavior).  Directed to individual, group, or class. | Verbal (redirect, reprimand), physical prompt, gesture, proximity control, look | | Tally Count |  |  |  | | Totals |  |  |  | | Ratio of *Specific Responses to Appropriate Behavior (do not include general responses)* to *Responses to Inappropriate Behavior*: \_\_\_ / \_\_\_ | | | |   **Tips for Building Fluency:**   * **P**redict your current ratio. Collect **D**ata on your current ratio. Set a measureable **G**oal to increase ratio. * Collect data on your ratio to assess and/or progress monitor ratio (e.g. record yourself, ask a peer to observe you and collect data, ask a student to collect data, review student points or tangibles such as tickets paired with BSP statements. * Create sentence stems for behavior specific praise statements to post around the room. “I am noticing …” You are … “ Thank you for …” I see two students are …” * Set a goal of BSP statements for a period of time and put paper clips in your pocket for the number you want to reach. Watch time you use a BSP statement, move a paper clip out of the pocket. * Play the Positive Behavior Game to increase ratio. |
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| **Positive Classroom Behavioral Support Snapshot:**  **Physical Environment** |
| **Physical arrangements of the classroom that allow teacher access to all parts of the room supports the use of:**   * Effective proximity control * Effective and active supervision * Delivery of feedback for social and academic behavior (e.g., positive reinforcement, error correction) |
| **Considerations for arrangement of physical environment:**   * Desks and furniture arrangement are built around the most frequent types of instructional activities * Desks and furniture are arranged so that students can be seen at all times and the teacher has easy access to all areas of the classroom * Avoid placing desks near high-traffic areas. If not possible, be sure to have routines form times of the day students will be accessing high-traffic areas * Movement in the classroom (traffic patterns) should be clearly defined and allow movement without disruption to others * Materials are clearly labeled, easily accessible, and organized for ease of use |
| **Tips for Implementation**   * Keep high-traffic areas free from congestion, such as: group work areas, space around the pencil sharpener, doorways, students’ desks and teacher’s desk * Be sure all students can be easily seen and they can see the teacher (Teacher should sit down at every desk before the first day of school) * Make sure that frequently used materials and supplies are readily accessible * Be sure students can see instructional presentations and displays * Invite a colleague to observe and provide feedback regarding physical arrangement * Choose arrangements that support the most frequent type of instruction used.  |  |  |  |  | | --- | --- | --- | --- | | Desks in Rows,  Front to Back | Desks Side to Side | Desks in Clusters | Desks in U-Shape | | Whole Group Instruction | Whole group instruction with frequent use of the “board” | Allows for easy circulation and access to all students at any time  Small group/ cooperative groups | Class discussion and teacher-led instruction with student participation | |
| **Assessment for Physical Environment**  Use this for self-assessment and non-evaluative classroom observations (e.g., buddy observations, peer observations, coach observations).   |  |  |  |  | | --- | --- | --- | --- | | **Date: Time:** | | | | | **Components** | **No** | **Somewhat** | **Yes** | | Traffic patterns are clearly defined and allow movement without disrupting others |  |  |  | | Desks and furniture arrangement are arranged so that students can be seen at all times and the teacher has easy access to all areas of the classroom |  |  |  | | Materials are clearly labeled, easily accessible, and organized for ease of use |  |  |  | |
| **Research:**  Simonsen, B., & Myers, D. (2015). Classwide Positive Behavior Interventions and Supports: A guide to proactive  classroom management. NY: The Guilford Press.  Sprick, R. (2006). Discipline in the Secondary Classroom: A positive approach to behavior management (2nd ed.). San  Francisco, CA: Jossey-Bass. |

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| **Positive Classroom Behavioral Support Snapshot:**  **Active Supervision** |
| ***Active supervision*** is the process of monitoring learning and performance in the classroom or any school setting, that incorporates *moving*, *scanning*, and *interacting* with students. It allows teachers to monitor student learning, identify students needing additional support, and provide feedback for social and academic behavior.   * ***Moving***: Continuous, random teacher circulation throughout all parts of classroom * ***Scanning***: Frequent and intentional visual sweep of all parts of classroom * ***Interacting***: Frequent and positive communication to encourage, reinforce, and correct  |  |  | | --- | --- | | *Examples* | *Non-examples* | | During independent student work, teacher moves around the room continuously and randomly to provide feedback for social and academic behaviors. | Teacher moves in predictable patterns throughout the day (e.g., walks the rows in the same manner each period). | | During small group work, teacher may be working intensely with one group at a time, but moves randomly, scans continuously, and provides feedback in the form of positive reinforcement and error correction. | Teacher stops and talks with a student or group of students for an extended period of time without scanning the rest of the room or providing any feedback to other students. | | During teacher-led instruction, teacher frequently does a visual sweep of the class, making sure that all students are within constant sight. | During teacher-led instruction, teacher stands at the front of the classroom attending to and talking about what is being displayed on the SMARTBoard. | |
| **Tips for Implementation**   * Periodically move and supervise when providing individual or small group instruction; use your body positioning purposefully to ensure student engagement * When you are circulating, keep moving and avoid spending the majority of your time in any one location * Frequently and intentionally look around at students, making eye contact with students * If working with an individual or group, position self so as to scan the entire room or get up and scan occasionally * While moving and scanning you should also frequently interact with students, as this communicates caring, trust, and respect and creates positive climate while increasing the likelihood of accepting correction if needed * Include proximity, listening, eye contact, smiles, pleasant voice tone, and use of student’s name |
| **Assessment for Active Supervision**  Use this for self-assessment and non-evaluative classroom observations (e.g., buddy observations, peer observations, coach observations).   |  |  |  |  | | --- | --- | --- | --- | | **Date: Time:** | | | | | **Components** | **No** | **Sometimes** | **Frequently** | | The teacher *moves* and circulates through all parts of the classroom using close proximity to students needing additional support |  |  |  | | The teacher visually *scans* all parts of the classroom looking for both appropriate behaviors (provide acknowledgement) and inappropriate behaviors (close proximity and error correction) |  |  |  | | The teacher *interacts* 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. |  |  |  | |
| **Research:**  De Pry, R.L. & Sugai, G. (2002). The effect of active supervision and pre-correction on minor behavioral incidents in a sixth grade general education classroom. *Journal of Behavioral Education, 11(4),* 255-267.  Johnson-Gros, K. N., Lyons, E. A., Griffin, J. R. (2008). Active Supervision: An Intervention to Reduce High School  Tardiness. *Education and Treatment of Children, 31(1),* 39-53.  Simonsen, B., & Myers, D. (2015). Classwide Positive Behavior Interventions and Supports: A guide to proactive  classroom management. NY: The Guilford Press. |
| **Positive Classroom Behavioral Support Snapshot:**  **Group Contingencies** |
| A ***Group Contingency*** is used to acknowledge students for performing a desired behavior, saves time and resources by designing a program for an entire classroom rather than individual students, and encourages positive social interactions between peers.  **Guidelines for Group Contingencies:**   * Choose a powerful reinforcer * Determine the behavior to change and collateral behaviors that might be affected * Set appropriate performance criteria * Combine with other procedures * Select the most appropriate group contingency * Monitor individual and group performance  |  |  |  | | --- | --- | --- | | **Types of Group Contingencies** | | | | *Dependent (one for all)* | *Interdependent (all for one)* | *Independent*  *(every person for themself)* | | Group reinforcement is contingent upon one or a few individuals  **Careful** individuals are able to perform the behaviors and are not embarrassed or rejected by peers for not engaging in the behavior.  **Example**: *“If Joe and Cindy keep their desks organized for 3 days, the entire class will receive new supplies.”* | Group reinforcement is contingent upon all meeting the criteria.  **Careful** individuals not engaging in behaviors are not embarrassed or rejected by peers and/or students are not interested in reinforcement.  **Example**: *If entire class completes the goal they all get a reinforcement*. | Reinforcement only given to students meeting criteria.  **Careful** with students not motivated by reinforcement, frustrated by continued inability to meet criteria, and/or negative impact on fostering community in the classroom.  **Example:** Anyone who arrives on time to class all week can earn a “turn in homework late” pass. | |
| **FOCUS on…** Positive Behavior Game (An interdependent Group Contingency) |
| The **Positive Behavior Game** is adapted from the Good Behavior Game. It is a format to explicitly teach, remind, and acknowledge positive student behavior and has been shown to increase student social and academic success without detracting from instruction.   |  |  | | --- | --- | | **Component** | **Example** | | The teacher identifies and teaches/re-teaches the target behavior. | Target Behavior: Raise hand to contribute during class discussion. (Model as necessary and write the targeted behavior to display) | | The class plays during instruction for at least 10 minutes. | During teacher-led instruction, the timer is set for 10 minutes and the game is played. | | Teacher provides pre-correction(reminders)before predictable or challenging transitions or routines. | Before playing the game, teacher writes the targeted behavior to display | | When the teacher observes a student(s) engaging in the targeted behavior, the teacher delivers behavior specific praise and the class gets a point. Points are displayed for the class. | |  | | --- | | Targeted Behavior: Hand raising | | Macintosh HD:Users:kimberlyyanek:Desktop:Screen Shot 2017-11-30 at 6.52.01 AM.png  Macintosh HD:Users:kimberlyyanek:Desktop:Screen Shot 2017-11-30 at 6.52.01 AM.png | | | If a student needs a reminder, the teacher uses error correction, reminders, re-teaching | “Jillian, please remember to raise your hand during class discussion. “ | |

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| **Assessment for Positive Behavior Game**  Observe and monitor the PBG during a 10-minute period or during predictable problematic times.   |  |  |  |  | | --- | --- | --- | --- | | **Date: Start time: End Time:** | | | | | **Components** | **No** | **Somewhat** | **Yes** | | Did the teacher teach the targeted behavior? |  |  |  | | Did the class play for at least 10 minutes? |  |  |  | | Did the teacher provide pre-corrections prior to difficult transitions or routines? |  |  |  | | Did the teacher deliver points for engaging in the identified target behavior? |  |  |  | | Did the teacher provide a behavior specific praise statement when delivering a point? |  |  |  | | Were the points displayed on the board? |  |  |  | | If the students need reminders, did the teacher re-teach the remind/re-teach/correct for the targeted behavior? |  |  |  | |
| **References:**  Embry, D. D. (2002). The Good Behavior Game: A best practice candidate as a universal behavioral vaccine. *Clinical Child and Family Psychology Review,* 5, 273-297.  Cooper, John O., Heron, Timothy E., and Heward, William L., (2013), Pearson online resources to accompany *Applied Behavior Analysis*: Second Edition.  PEARSON online resource to accompany *Applied Behavior Analysis,* Second Edition, by John O. Cooper, Timothy E. Heron, and William L. Heward.  Simonsen, B., and Myers, D. (2015). A Guide to Proactive Classroom Management. *Class-wide Positive Behavior Interventions and Supports*, 137-140. |

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| **Positive Classroom Behavioral Support Snapshot:**  **Opportunities to Respond (OTRs)** |
| **An Opportunities to Respond (OTR)** is a teacher behavior (e.g., asking a question, making a request, presenting a task) that solicits an *observable response* from a student (e.g., verbal, written, gesture). Two important, evidence-based principles: provide *high rates* of a *variety* of OTRs.  **High Rates of OTRs**:   * Research indicates that using high rates of OTRs during instruction results in *increases* in accurate academic responses and desired behaviors and *decreases* in undesired behaviors. * Plan for using high rates of OTRs during instruction and use academic and social behavior data to monitor effectiveness and make adjustments to rate and variety of OTRs accordingly.  |  |  |  |  | | --- | --- | --- | --- | | **Use a Variety of OTRs** | | | | | **Considerations:** Choose OTRs that request a response from *most* or *all* students (mixed or unison responding) and that allow a teacher to identify student understanding/accuracy (e.g., response cards, dry-erase boards). Use data to guide planning and use of different types of OTRs that support instructional activities. Define and teach procedures for using different types of OTRs (e.g., storing, collecting, using OTR materials, as well as, listening, response signals, volume levels). | | | | | **Examples** | | | | | **Individual Responding** | **Unison Responding** | **Mixed Responding** | **Other Strategies** | | \*Teacher asks question, and randomly selects student name to answer question (avoids same students always responding).  \*Teacher asks question and students “turn-and-talk” with a peer before teacher selects a student to answer.  \*Set all students up for success (e.g. pre-teach questions and possible responses to students struggling in advance) | \*Teacher ask question and all students respond at the same time. Use different ways of responding (gestures, response cards, dry-erase boards)  \*Teacher uses a routine that includes:   1. Listen to the question 2. Think about response 3. Wait for teacher signal to respond 4. Respond using requested format (e.g., dry-erase board)   *Typically more effective type of responding* | \*Teacher uses individual and unison responding OTRs  \*Consider using 70% unison responding and 30% individual responding | \*Peer-to-peer OTRs  \*Cooperative learning groups  *Be sure to define and teach procedures for using these types of OTRs and employ active supervision to monitor academic and social behavior and active engagement of all students*. |   **Tips for Implementation:**   * Identify opportunities within your lesson plan to increase opportunities for students to respond * Identify opportunities to respond to replace single student responding through hand-raising with multiple students responding through the use of response cards, dry erase boards, electronic white boards, unison responding, gestures and apps for non-verbal responses * As a school or grade level/department, work collaboratively to build a collection of effective OTRs to support different types of instruction |

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| **Assessment for Opportunities to Respond**  Observe and monitor the components of Opportunities to Respond during a 10 minute period or during predictable problematic times:   |  |  |  | | --- | --- | --- | | **Date: Start Time: End Time: Instructional Activity:** | | | |  | **Individual Responding** | **Unison Responding** | | Number of teacher behaviors (e.g., asking a question, making a request, presenting a task) that solicits an *observable academic response* from student(s) (verbal, written, gesture) |  |  | | **Types of OTRs used:**   |  |  |  |  | | --- | --- | --- | --- | | * Individual | * Unison Responding | * Mixed Responding | * Other Strategies |   **Comments:** | | |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Components for On-Task/Off-Task Behaviors for Academic Engagement:** During an observation, observe each student momentarily (e.g., <1 second) and identify if that student is on-task or off-task at that point in time. Mark a “+” for on-task behavior and a “-“ for off-task behavior. Observe and record observations until all boxes are completed. Repeat this process a few times during an observation (e.g., twice during a 15 minutes observation). | | | | | | | | | | | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | | **11** | **12** | **13** | **14** | **15** | **16** | **17** | **18** | **19** | **20** | | **21** | **22** | **23** | **24** | **25** | **26** | **27** | **28** | **29** | **30** | | **31** | **32** | **33** | **34** | **35** | **36** | **37** | **38** | **39** | **40** | | **41** | **42** | **43** | **44** | **45** | **46** | **47** | **48** | **49** | **50** | | **51** | **52** | **53** | **54** | **55** | **56** | **57** | **58** | **59** | **60** |  |  |  |  | | --- | --- | --- | | Time 1: | Percentage of students on-task: | Instructional Activity: | | Time 2: | Percentage of students on-task: | Instructional Activity: | | Time 3: | Percentage of students on-task: | Instructional Activity: | |
| **References:**  MacSuga-Gage, A.S., & Simonsen, B. (in press) Examining the effects of teacher-directed opportunities to respond and student outcomes: A systematic review of the literature. *Education and Treatment of Children.*  McIntosh, K., & Goodman, S. (2016). Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS. NY: The Guildford Press.  Simonsen, B., and Myers, D. (2015). A Guide to Proactive Classroom Management. *Class-wide Positive Behavior Interventions and Supports*, 137-140. |