**Part 1: Definitions of Behavior**

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| **Behavior Definition**: | **Engagement Definition**: |

**Part 2: Classroom Environment Features Present During the Observation**

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| **Predictable**. Expectations and routines were predictable. Examples of practices included:  | **Yes** | **Somewhat** | **No** |
| Having 3-5 positively stated class/area expectations |  |  |  |
| Reviewing or precorrecting expectations at the start of routines |  |  |  |
| Displaying visual anchors of the expectations |  |  |  |
| Using teachable moments |  |  |  |
| Using consistent attention getting signals or routines |  |  |  |
| **Positive**. Interactions were positively framed and occurred at a high frequency. Examples of practices included: | **Yes** | **Somewhat** | **No** |
| Positive framing |  |  |  |
| 4:1 positive interaction ratio |  |  |  |
| Behavior specific praise |  |  |  |
| Distribution of school-wide tickets |  |  |  |
| **Present.** Proximity and attentiveness were used effectively and equitably. Examples of practices included: | **Yes** | **Somewhat** | **No** |
| Positive greetings at the door |  |  |  |
| Active supervision (move, scan, interact) |  |  |  |
| Verbal and nonverbal messaging conveys all students’ opinions and questions are important |  |  |  |
| Proximity is used across students with varying performance levels equitably |  |  |  |
| **Engaging**. Instructional strategies were engaging and collaborative. Examples of practices included:  | **Yes** | **Somewhat** | **No** |
| Variety of response options are used |  |  |  |
| Brisk steady pacing |  |  |  |
| Opportunity or student led decision making |  |  |  |
| Checks for understanding |  |  |  |
| Opportunities for peer support and collaboration |  |  |  |

**Part 3: Data Recording**

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|  | **Antecedent** |  | **Behavior** |  | **Resulted In:** |
| Routine - Context |  |  |  |  |  |  |  |  |  |  | Engagement in Routine | Positive Staff Interaction | Corrective Staff Interaction | Peer Interaction | Short or Long Term Pause in Following the Expectation | Removal from Area |  |  |
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**Part 4: Additional Notes**

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