Five Everyday Reflection Tool

Five everyday refers to five evidence-based practices that are user friendly, resource efficient, and effective. They include positive greetings at the door, pre-correction, opportunities to respond, behavior specific feedback, and active supervision. Review the description of each practice and then shade in the percentages that best reflects how often you use this practice within your routines with students. To sustain practice, complete the reflection at least once a marking period.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Date: | % of Time | Positive Greetings at the Door | Pre-Correction | Opportunities to Respond | Behavior Specific Feedback | Active Supervision |
| Consistent | 100% |  |  |  |  |  |
| 90% |  |  |  |  |  |
| 80% |  |  |  |  |  |
| Mostly | 70% |  |  |  |  |  |
| 60% |  |  |  |  |  |
| Sometimes | 50% |  |  |  |  |  |
| 40% |  |  |  |  |  |
| Not Typically | 30% |  |  |  |  |  |
| 20% |  |  |  |  |  |
| 10% |  |  |  |  |  |
| 0% |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Date: | % of Time | Positive Greetings at the Door | Pre-Correction | Opportunities to Respond | Behavior Specific Feedback | Active Supervision |
| Consistent | 100% |  |  |  |  |  |
| 90% |  |  |  |  |  |
| 80% |  |  |  |  |  |
| Mostly | 70% |  |  |  |  |  |
| 60% |  |  |  |  |  |
| Sometimes | 50% |  |  |  |  |  |
| 40% |  |  |  |  |  |
| Not Typically | 30% |  |  |  |  |  |
| 20% |  |  |  |  |  |
| 10% |  |  |  |  |  |
| 0% |  |  |  |  |  |
| Date: | % of Time | Positive Greetings at the Door | Pre-Correction | Opportunities to Respond | Behavior Specific Feedback | Active Supervision |
| Consistent | 100% |  |  |  |  |  |
| 90% |  |  |  |  |  |
| 80% |  |  |  |  |  |
| Mostly | 70% |  |  |  |  |  |
| 60% |  |  |  |  |  |
| Sometimes | 50% |  |  |  |  |  |
| 40% |  |  |  |  |  |
| Not Typically | 30% |  |  |  |  |  |
| 20% |  |  |  |  |  |
| 10% |  |  |  |  |  |
| 0% |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Date: | % of Time | Positive Greetings at the Door | Pre-Correction | Opportunities to Respond | Behavior Specific Feedback | Active Supervision |
| Consistent | 100% |  |  |  |  |  |
| 90% |  |  |  |  |  |
| 80% |  |  |  |  |  |
| Mostly | 70% |  |  |  |  |  |
| 60% |  |  |  |  |  |
| Sometimes | 50% |  |  |  |  |  |
| 40% |  |  |  |  |  |
| Not Typically | 30% |  |  |  |  |  |
| 20% |  |  |  |  |  |
| 10% |  |  |  |  |  |
| 0% |  |  |  |  |  |

|  |  |
| --- | --- |
| Positive Greeting at the Door | Positive greetings at the door is the teacher’s/staff person’s daily routine to greet and welcome students each day as they enter class (Cook et al., 2018) and includes:* Eye contact
* The student’s name
* Greeting gesture (e.g., high five, wave hello, fist, elbow or foot bump)
 |
| Pre-Correction | A review of the skills, actions or habits needed to achieve the expectations immediately before students begin a routine and is accomplished by (Pas et al., 2015):* Identifying the point in the routine immediately before students need to use the expectation
* Providing a verb-specific review of what to do
* Following up with Behavior Specific Feedback:
	+ Behavior specific praise
	+ Suggestions for next time
 |
| Opportunities to Respond | Opportunities to respond (OTR) are verbal and nonverbal opportunities for students to respond when presented with a teacher question, statement, prompt, or signal (Sprick et al., 2006). Deliver OTR (MacSuga & Simonsen, 2015) at a rate of:  |
| 3-5 OTRs per minute during fast paced discussion * “What is an example of…”
* “What year did….occur?”
 | 1 OTR per minute for practice opportunities * “Locate a definition for….”

“Solve for x” |
| Behavior Specific Feedback | An explicit statement or reflective prompt that describes the effort or accomplishment of specific actions, skills or habits with the intent of maintaining or increasing the rate of occurrence in the future* “*Maria*, *thank you for raising your hand. What is your hypothesis?*”
* “*Elijah*, *you put a lot of effort in this assignment. The details you have included provide a descriptive picture of what happened.*”
* *“Jamal, I noticed how quickly you started your work this morning.”*
 |
| Active Supervision | An engaged style of monitoring a group of students whereby the teacher/staff person continuously moves, scans and interacts with students (Haydon & Kroeger, 2016) |