

PBS & Classroom Management

Observer:

Classroom:

Date:

1. Tier 1: Universal Supports

- | <u>Yes</u> | <u>No</u> | |
|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | Classroom behavior expectations are posted, reviewed, monitored, and reinforced. |
| <input type="radio"/> | <input type="radio"/> | Classroom schedules are posted and followed. |
| <input type="radio"/> | <input type="radio"/> | Classroom routines/procedures are taught and reinforced. |
| <input type="radio"/> | <input type="radio"/> | Routines for transitions are developed and followed. |
| <input type="radio"/> | <input type="radio"/> | Students in the classroom are actively engaged in observable ways. |
| <input type="radio"/> | <input type="radio"/> | Reinforcement systems for individual and group accomplishments are developed and implemented consistently. |
| <input type="radio"/> | <input type="radio"/> | A continuum of strategies to respond to inappropriate behavior is being implemented consistently. |
| <input type="radio"/> | <input type="radio"/> | Student behavior is actively monitored and supervised. |
| <input type="radio"/> | <input type="radio"/> | There is adequate supervision on the yard and in common areas. |
| <input type="radio"/> | <input type="radio"/> | Data is collected on student behavior. |
| <input type="radio"/> | <input type="radio"/> | Social skills are consistently taught and reinforced. |
- Tier 1 interventions: __ fully implemented __ partially implemented __ not yet started

2. Tier 2: Selected Supports

- | <u>Yes</u> | <u>No</u> | |
|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | The team has discussed and/or recommended social skills training, mentoring, or check-in/check-out. |
| <input type="radio"/> | <input type="radio"/> | The student has been taught and is using self-management/self monitoring strategies. |
| <input type="radio"/> | <input type="radio"/> | The student has been provided with increased academic support/tutoring, curriculum interventions, and/or accommodations as needed. |
| <input type="radio"/> | <input type="radio"/> | There is an increase in home/school communication, collaboration, or parent training. |
| <input type="radio"/> | <input type="radio"/> | Adults are implementing a continuum of behavior strategies for inappropriate behavior. (e.g. behavioral rehearsal, pre-correction, task interspersal, other) |
| <input type="radio"/> | <input type="radio"/> | Reinforcement for appropriate behavior has been increased (4 to 1 ratio of interactions, behavior contracts individualized reinforcement systems, other). |
| <input type="radio"/> | <input type="radio"/> | The team has considered and/or recommended support by other support personnel or resources at the school (e.g. school psychologist, counselor, psychiatric social worker, PSA, Impact, COST, lunch buddies program, other school-based supports). |
| <input type="radio"/> | <input type="radio"/> | The BSP or BIP is being implemented. |
| <input type="radio"/> | <input type="radio"/> | Data is being collected on the target behavior stated on the student's Behavior Support Plan or Behavior Intervention Plan. |
| <input type="radio"/> | <input type="radio"/> | The BSP or BIP includes updated information about the following: antecedents and consequences of the target behavior, what is missing/present in the environment that contributes to the behavior, environmental changes/structure/ supports needed, function of the target behavior, replacement behavior, teaching strategies to teach the replacement behavior. |
| <input type="radio"/> | <input type="radio"/> | The student's behavioral goal(s) is being implemented. |
| <input type="radio"/> | <input type="radio"/> | The team has discussed and/or recommended modifying the BSP or BIP. |
- Tier 2 interventions: __ fully implemented __ partially implemented __ not yet started

3. Tier 3: Targeted Supports

- | <u>Yes</u> | <u>No</u> | |
|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | A Functional Analysis Assessment (FAA) or Functional Behavior Assessment (FBA) has been completed. |
| <input type="radio"/> | <input type="radio"/> | A Behavior Support Plan or Behavior Intervention Plan has been developed based on the results of the FAA or FBA. |
| <input type="radio"/> | <input type="radio"/> | There is ongoing data collection. |
| <input type="radio"/> | <input type="radio"/> | The team has discussed and/or recommended other assessments if needed. |
| <input type="radio"/> | <input type="radio"/> | The team has discussed and/or recommended wrap-around services if needed (e.g. other agencies supporting the student). |
- Tier 3 interventions: __ fully implemented __ partially implemented __ not yet started

Comments:

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