Walk Through or Brief Observation

Procedures/ Routines to Teach and Reinforce Expectations

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 = somewhat  2 = moderate  3 = extensive | 1 | 2 | 3 | N/A | Majority of Students Follow Routine/ Procedure |
| Posted Classroom Schedule is Followed |  |  |  |  |  |
| **Procedures/ Routines** Directly  Observed: |  |  |  |  |  |
| • Entering  • Exiting  • Lining up  • Whole group  • Small group  • Instructor Used Attention  Signal  • Transitions |  |  |  |  |  |
| Physical Space Facilitates Ease of  Movement and Traffic Flow |  |  |  |  |  |
| Materials Organized and Accessible |  |  |  |  |  |
| Students were participating in the assigned task or activity |  |  |  |  |  |

*Note: Words in* **bold** *are defined in “***Key Term Descriptors***”*

Comments:

Walk Through or Brief Observation

Strategies to Enhance Academic and/or Social/Behavior Instruction

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 = somewhat  2 = moderate  3 = extensive | 1 | 2 | 3 | N/A | Majority of Students Follow Routine/Procedure |
| **Precorrect**: Reminder of Classroom  Procedure/Routine |  |  |  |  |  |
| **Precorrect**: Reminder of Classroom Rule |  |  |  |  |  |
| Class begins Promptly |  |  |  |  |  |
| Students Actively Engaged / Minimal Down  Time |  |  |  |  |  |
| Classroom **Procedures/Routines/Rules**  Actively Taught |  |  |  |  |  |
| **Active Supervision** (move, scan, interact) |  |  |  |  |  |
| **Positive, Specific Feedback** |  |  |  |  |  |
| Respectful Redirect / Error Correction  **• Prompt** (identify error)  **• Reteach** (skill, rule, routine,  procedure)  **• Reinforce** (state when error  corrected) |  |  |  |  |  |
| **Provide Choices** (where, when, how work is done) |  |  |  |  |  |
| Multiple **Opportunities to Respond** (i.e. group choral response, students volunteer, written) |  |  |  |  |  |
| **Task Difficulty** aligns with Student(s) Ability |  |  |  |  |  |
| **Activity/Task Sequence** Clearly Stated and  Demonstrated |  |  |  |  |  |
| **Specific Positive Feedback** (Adult Attention) Ratio 4:1 |  |  |  |  |  |
| A **Continuum of Corrective Feedback** is  Clearly Defined and Utilized |  |  |  |  |  |

*Note: Words in* **bold** *are defined in “***Key Term Descriptors***”*

Comments: