###### FREQUENCY AND TYPE OF STUDENT INTERACTIONS

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_ Activity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
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| **Attention to Expected Student Behavior** | | **Attention to Unexpected Student Behavior** |
| ***Non-Contingent*** | ***Positive Specific***  ***Feedback*** |  |
| Ratio of Teacher Interactions:  *Attention to expected student behavior: Attention to unexpected student behavior:* | | |
| Notes: | | |

*From Coaching classroom management: Strategies and tools for administrators and coaches by R. Sprick, J. Knight, W. Reinke, & T. McKale, 2006, Eugene, OR: Pacific Northwest.*