

POSITIVE BEHAVIOUR FOR LEARNING

Classroom Assessment Tool

Acknowledgements to :
Florida's Behavior Support Project
Missouri PBS



Positive 
Behaviour
for Learning

Observer: _____ **Date:** _____

School: _____

Classroom/Teacher: _____

Comments: _____

1. Ecological Factors: Various aspects of the classroom environment are altered to prevent or to address behaviour problems.

A. **Physical Setting** – The physical classroom setting is organised in a manner that promotes learning and independence

| | | In Place | Somewhat In Place | Not In Place |
|-----------|---|----------|-------------------|--------------|
| A1 | Is the classroom arranged to minimise classroom crowding and distraction? | | | |
| A2 | Are all materials organised, labelled and easily accessible? | | | |
| A3 | Do students have secure and adequate spaces for personal storage? | | | |
| A4 | Has furniture been placed to decrease traffic flow challenges? | | | |
| A5 | Does the classroom have clearly defined and well equipped learning centres? | | | |
| A6 | Are behaviour expectations posted and written in words that all can read and/or illustrated with graphics or icons? | | | |

B. **Scheduling** – The scheduling of instruction occurs in a manner that optimizes student learning.

| | | In Place | Somewhat In Place | Not In Place |
|-----------|--|----------|-------------------|--------------|
| B1 | Is the daily schedule of activities posted in a visible place for students, parents and visitors? | | | |
| B2 | Are students systematically taught – expectations for transition and non-instructional activities? | | | |
| B3 | Does the daily schedule provide each student with regular time periods for independent work, one-to-one instruction, small and large group activities, socialisation, and free time? | | | |
| B4 | Does each student spend most of his/her time engaged in active learning activities, with minimal unstructured downtime or wait-time. | | | |

C. **Socialisation** – Opportunities for social instruction and social environments occurs in a manner that optimises student learning.

| | | In Place | Somewhat In Place | Not In Place |
|-----------|--|----------|-------------------|--------------|
| C1 | Does the classroom environment emphasise development of individual emotional development (adults modelling own expressions of emotions and self-regulation). | | | |
| C2 | Is there a process for regular (at least weekly) communication between the teacher and families eg. note books, bulletin board, newsletters. | | | |
| C3 | Are skills taught in the setting and situations as they are naturally needed? | | | |
| C4 | Are friendships between students promoted through modelling interest, respect and warmth. | | | |
| C5 | Are classroom assistants/teacher aides actively involved with students in a manner that promotes their independence, learning and interaction with peers? | | | |
| C6 | Does the adult provide sincere positive feedback to students for their ideas? Does the adult reflect and expand student's verbal communication? | | | |
| C7 | Are students with disabilities given opportunities to interact and socialise with their peers? | | | |

2. Classroom Behaviour System: A behaviour system is developed and implemented to prevent or to address behaviour problems.

D. Define and Teach Behaviour

| | | In Place | Somewhat In Place | Not In Place |
|-----------|--|----------|-------------------|--------------|
| D1 | Are there clearly defined, positively stated expectations and routines for the classroom? (3-5 Classroom expectations are displayed) | | | |
| D2 | Do staff use language from the expectation matrix during interaction with students? | | | |
| D3 | Is there a system for teaching and practising behaviour expectations and routines to students? | | | |
| D4 | Are data collected from classroom settings analysed frequently and used to guide ongoing behaviour support decisions? | | | |
| D5 | Are the expectations regularly referred to by staff when interacting with students? | | | |

E. Reward System

| | | In Place | Somewhat In Place | Not In Place |
|-----------|---|----------|-------------------|--------------|
| E1 | Does a reward system for appropriate behaviour exist in the classroom that includes free and frequent short and long term feedback? | | | |
| E2 | Are there specific criteria in place for earning reinforcers/rewards and are students aware of the specific criteria? | | | |
| E3 | Are rewards that have been earned not taken away/ threatened to be removed? | | | |
| E4 | Are reinforcers age-appropriate and accessible for a diverse group of students? | | | |
| E5 | Is specific behavioural praise provided at a rate of 4 positive to every 1 corrective statement? | | | |

F. Consequence System

| | | In Place | Somewhat In Place | Not In Place |
|-----------|---|----------|-------------------|--------------|
| F1 | Are the consequences for following or not following expectations clear and pre-planned? | | | |
| F2 | Are consequences delivered consistently, respectfully, and in a timely manner? | | | |
| F3 | Does the teacher use components of Active Supervision in the classroom e.g. moving, scanning and interacting frequently? | | | |
| F4 | Do adults adopt positive prevention strategies to manage behaviour (ignore attention seeking as appropriate, use re-directs, use peer models – proximal praise. | | | |
| F5 | Are students reminded of their choices in a calm, positive manner prior to escalation in behaviour? | | | |
| F6 | Is there a formal system for communication and involving parents that doesn't rely entirely on students as the messengers? | | | |
| F7 | Are there positive strategies in place to strengthen home/school partnership? | | | |
| F8 | Are there additional strategies for students who do not respond to class wide expectations? | | | |

3. Curriculum and Instruction: Materials and instructional presentation are altered or adapted to prevent or to address behaviour problems.

Instructional Planning and Delivery – Teaching activities are planned and implemented in ways that optimise student learning.

G. Opportunities to respond

| | | In Place | Somewhat In Place | Not In Place |
|-----------|--|----------|-------------------|--------------|
| G1 | Does the teacher provide instruction through a range of learning modes (visual, auditory, motor when appropriate). | | | |
| G2 | Does the teacher regularly offer high rates of response opportunities during instruction time. | | | |
| G3 | Does the teacher regularly offer a variety of response opportunities during instruction time e.g. non- verbal responses, choral responding | | | |

H. Activity Sequencing & Offering Choice

| | | In Place | Somewhat In Place | Not In Place |
|-----------|--|----------|-------------------|--------------|
| H1 | Are easier tasks interspersed among more difficult tasks to increase student engagement? | | | |
| H2 | Are students provided opportunities to make choices within and/or across tasks such as whom they work with, where they will work and what they can do once a task is complete? | | | |
| H3 | Are the students offered the choice of a range of alternate modes of completing assignments e.g. paired work, computer or dictation | | | |
| H4 | Are students offered the choice of what sequence they complete work for that day? | | | |

I. Academic Success and Task Difficulty

| | | In Place | Somewhat In Place | Not In Place |
|-----------|--|----------|-------------------|--------------|
| I1 | Are appropriate lengths of time provided for the tasks assigned? | | | |
| I2 | Is the pace of the instruction appropriate for the needs of all students? | | | |
| I3 | Are student checks for understanding conducted frequently both after directions are delivered and while task is being completed? | | | |
| I4 | Are oral directions paired with pictures, icons, or written words that students can read? | | | |
| I5 | If a student is unable to complete the task is additional instruction, guided or individual practice offered? | | | |
| I6 | Are adaptations made to meet individual student needs e.g. if they have difficulty responding in a written format, orally or when reading is involved? | | | |

Summary of Positive Behaviour Support in Classroom Settings

| | Total Marked in Place | Total Marked Somewhat in Place | Total Marked Not in Place |
|--|--------------------------|--------------------------------|---------------------------|
| I. Ecological Factors | _____ of 17 = _____ % | _____ of 17 = _____ % | _____ of 17 = _____ % |
| II. Classroom Behaviour Systems | _____ of 18 = _____ % | _____ of 18 = _____ % | _____ of 18 = _____ % |
| III. Curriculum & Instruction | _____ of 13 = _____ % | _____ of 13 = _____ % | _____ of 13 = _____ % |

Action Planning

| | |
|--|--|
| <p>1. List the major strengths of the system for classroom environments. (Refer to results above rated "In Place")</p> | |
| <p>2. List the major areas in need of improving Positive Behaviour Support for the classroom environment (Refer to results above rated "Not In Place" or "Somewhat in Place")</p> | |
| <p>3. Identify next steps for making specific changes to areas of concern.</p> | |