Positive Classroom Climate Look-For Tool

(Adapted from the BCPS Classroom Check-Up Evidence-Based Intervention)

Directions: This is a Look-For tool that can be utilized to provide personalized feedback regarding the classroom climate. Classroom teachers can use this tool as a self-reflection checklist to help identify strengths and a few areas that require more attention in their classroom. Teachers may want to seek online and print resources and information about effective interventions and strategies from school-based support staff in response to a few of the indicated areas of need.

This Look-For Tool is <u>not</u> meant to be evaluative, rather it should be used as a universal prevention strategy to help teachers reflect upon the critical components of a positive classroom climate in an effort to increase classroom management and decrease overall disruptive behavior. *Please note: This Look-For Tool <u>does not</u> replace the comprehensive "Classroom Check-up" Intervention which is a systematic, evidence-based program designed specifically for staff who may desire or require additional, non evaluative, personalized feedback and support from trained classroom consultants.*

POSITIVE BEHAVIOR SUPPORTS

Check one:	Yes	Somewhat	No
Clear Rules and Expectations • Classroom rules and expectations are clearly defined, stated in the positive, and visible. • There are five or fewer classroom rules. • Classroom rules and expectations are taught, practiced, and positively reinforced on a regular basis.			
Routines • Routines for morning arrival, sharpening pencils, using the bathroom, lining up, obtaining missing work from absences, asking for help, etc. are taught, practiced, and reinforced. Students always know what to do.			
Transitions • Transitions are smooth between activities without interruption caused by behavior problems. • Attention-getting signals (nonverbal and/or verbal) are used to cue students when a transition is about to occur. • Transitions are brief, purposeful, and students appear to know what they are to do.			
Behavior-Specific Praise vs. General Praise • Specific feedback for the desired student behavior is provided. • More specific than general praise is given. • Examples: "Thank you for raising your hand." "Everyone is working hard on their project." "Thank you for putting your things away quietly." • Non-examples (General praise): "Good job!" "Thank you." Nice work, everyone" Stickers, high fives, etc.			
Positive to Negative Ratio • Yes = At least 3:1 positive praise statements or interactions compared to negative statements or interactions are given. • Somewhat = at least 1:1 consistently. • No = Less than 1:1.			
Use of Noncontingent Attention • Opportunities are provided for students to spend positive time with the teacher without making the time dependent on the student's behavior. • Teacher engages in positive interactions that show interest in the student and demonstrate his or her importance and value. • Examples: Greet the student at the door; ask about his or her weekend or outside interests: schedule a lunch bunch, provide a specific class/school job; mentor, etc.			
Variety of Positive Reinforcement • Other forms of positive reinforcement are provided beyond verbal praise. • A system is in place to reward appropriate behavior of individual students, groups of students, and entire class, and students are aware of the system.			
Other:			

Area of Strength   Needs Attention

Check one:	Yes	Somewhat	No
Learner-Centered Environment • Blended learning (digital & traditional resources). • Wall displays co-created by teacher & student. • Personalized learning (choice about where & how). • Differentiated learning. • Classroom layout & daily instructional format allows students to transition from collaborative groups, to direct instruction, to individual work. • Desks and furniture in the classroom are arranged so that students can be seen at all times and that the teacher has easy access to all areas of the classroom. • Materials in the classroom are clearly labeled, easily accessible, and organized to minimize clutter.			
Active Supervision • Move throughout the classroom, scan with eyes and ears. • Use teacher proximity to prevent problem behavior.			
Level of Disruptive Behavior • Yes = Minimal disruptions with less than 5 during a ten-minute period; Somewhat = 5-9 disruptions in a ten-minute period; No = 10 or more disruptions in a ten-minute period.			
Opportunities to Respond • Yes = Four or more opportunities for students to respond are provided. • Somewhat = One to 3.9 opportunities per min. • No = Less than one per min. • Appropriate pacing is used during teacher-led instruction. • Examples: Verbal questions and answers, every pupil responses like "thumbs up" or "turn and talk", choral response, quick writes, digital responses, etc.			
Correct Academic Responses • Yes = Students are able to answer correctly 80% of the time for new material/lesson and 90% of the time for review material/drill and practice. • Somewhat =75% for new material/lesson and 80% for review/drill & practice. • No = Less than 75% for new material/lesson and less than 80% for review/drill & practice			
Academic Engagement • Yes = 90% or more of students are engaged during instruction • Somewhat = 80-89% • No = Less than 80%.			
Other:			

Area of Strength   Needs Attention

Check one:	Yes	Somewhat	No
Social-Emotional Skills • Character education lessons are taught on a consistent basis. • Specific social and emotional skills are taught such as identifying and regulating emotions, problem-solving, being flexible, engaging in positive student and adult interactions, etc. • Teachable moments are utilized for extended practice and generalization of social and emotional learning. • Materials that identify taught strategies are displayed in the classroom (i.e., "Stop and Think" strategies, problem solving steps, a list of coping or calming strategies, cool down spot in the classroom, etc.). • Morning/afternoon class meetings are held to build relationships, set goals, discuss and problem-solve current issues, and celebrate successes. • Yes = 3 or more examples; Somewhat = 2 examples; No = 1 or no examples			
Teacher/Student Interactions • More positive than negative interactions occur when interacting with students.			

	Yes	Somewhat	No
• Calm, consistent, and concise reprimands are used when necessary; no harsh and critical interactions occur. • Yes = Always positive, smiles, eye contact, positioned at student level for conversation; private student feedback, etc. • Somewhat = Any negative tone, criticism, sarcasm in voice, 1-2 harsh reprimands • No = Raised voice, targets individual child, more than 2 harsh reprimands			
Other:			

Area of Strength   Needs Attention

STUDENT RESPONSIVE PRACTICES

Check one:	Yes	Somewhat	No
Utilization of Continuum of Supports • Supports are provided in varying degree and intensity inside and outside of the classroom to address challenging behavior. • Examples of in-class supports include: Individualized behavior chart or contract, Check in/Check out, specific class or school job or responsibility, movement breaks, peer buddy, mentor, lunch bunch, time-out for "think and reflect" or "cool down", etc. • Examples of outside the classroom supports include: Use of a buddy classroom, referral to the focus room or behavior support, parent-teacher consultation, grade level team consultation, consultation with school counselor, consultation with school psychologist, other student support staff consultation, consultation with the community mental health partner, etc. • Yes = 3 or more examples; Somewhat = 2 examples; No = 1 or no examples			
Culture & Gender • Provide equitable opportunities that address gender and cultural differences in relation to praise (positive to negative ratio), specific vs. generic praise, opportunities to respond, reprimands, student engagement, etc. • Referral data is proportionate and reflective of the makeup of the classroom (i.e. referrals to time-out, the focus room, office, SST and IEP team, etc.). • Acknowledges the strengths of students' culture. • Uses appropriate resources and strategies to meet the cultural and gender learning needs of students. • Provides all students a safe environment to be themselves. • Provides all students opportunities to excel.			
Other:			

Area of Strength   Needs Attention