

Exhibit 5.3

Student Name _____

Basic 5 Observation Form

(15 minutes)

Teacher: _____ Date: _____ Time: _____

Observer: _____ Class: _____ Activity: _____

STEP 1 During a 10-minute observation period, record simple tally marks for each of the following behaviors.
(10 minutes)

Benchmark	Observation period (10 minutes)		Total
	(Positive)	(Negative)	
Ratio of interactions			
Opportunities to respond			
Disruptions			

Ratio of interactions = _____ : _____ (Positive : Negative)

STEP 2 For the next 5 minutes, focus on a different student every 5 seconds. Record a “+” symbol to indicate on-task or engaged behavior and a “-” symbol to indicate off-task behavior. When each student has been observed, begin the progression again. Continue until 5 minutes has elapsed.
(5 minutes)

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60

Divide the number of on-task (+) marks by the total number of marks (60).

Time on task (percentage of on-task behavior) = _____ percent.

PBIS Classroom Management Checklist

Teacher:

Date:

Observer:

Strategy	Observed	Notes:
Teach and review positive behavioral expectations		
Brief lesson on positive behavior expectations are taught		
Students are actively involved in lessons		
Students have opportunities to practice behavior expectations		
Pre-corrections/reminders of expectations are given throughout the day		
Teach and review classroom procedures and cues		
Procedures for transitions are taught		
Rules associated with locations and materials are taught		
Physical environment is arranged to prevent congestion/minimize distractions		
All class attention-getting signal is used effectively		
Informal and formal systems of positive reinforcement		
4 to 1 ratio is used with whole class		
4 to 1 ratio is used with Tier 2 and 3 students individually		
Classroom and/or school-wide reward system is implemented daily		
Active Supervision		
Unpredictable movement around the environment		
Scanning for problems or early warning signs of trouble		
Frequent positive contacts are given		
Individuals and groups are acknowledged for following the rules		
Behavior is corrected calmly and firmly		

Continuum of consequences enforced consistently and fairly		
Redirection to expected behaviors is used		
Corrective feedback is used to address problems behavior		
Corrections are done in private, if possible		
Minor non-disruptive behavior is ignored		
Increased assistance is provided to students as needed		
Students have been taught a simple problems solving strategy for conflicts		
Classroom consequence system is implemented with effectiveness		
High-rates of opportunities to respond		
Whole group oral responses/choral responding is used		
Whole group written responses are used		
Whole group action responses are used		
Small group and partner responses are used		
Small groups share responses with the whole group		

Notes:

Top thing to work on:

Plan for working on it: