



RTI for Behavior & Social-Emotional Concerns: 'Critical Elements' Checklist

Tier 1: Class-Wide Management. Well-managed classrooms are built on a foundation that includes teaching behavioral expectations to students and using proactive strategies to manage group behaviors.

1. High Expectations for Behavior. Students receive explicit training and guidance in expected classroom behaviors--to include:		
Element	Verified? (Y/N)	Information Source(s) (e.g., observation, interview, document review)
<p>Teaching Culturally Responsive Behavioral Expectations. Students have been explicitly taught classroom behavioral expectations. Those positive behaviors are acknowledged and reinforced on an ongoing basis (Fairbanks, Sugai, Guardino, & Lathrop, 2007).</p> <p>Behavioral expectations are selected and framed in a manner that acknowledges the diversity of cultures within the school community and recognizes the need for students to be active rather than passive learners (Bal, Thorius, & Kozleski, 2012).</p>		
<p>Training the Class in Basic Classroom Routines. The teacher has established routines to deal with common classroom activities (Fairbanks, Sugai, Guardino, & Lathrop, 2007; Marzano, Marzano, & Pickering, 2003). Examples of classroom routines include:</p> <ul style="list-style-type: none"> engaging students in meaningful academic activities at the start of class (e.g., using bell-ringer activities). assigning and collecting homework and classwork. transitioning students efficiently between activities. 		
<p>Posting Positive Classroom Rules. The classroom has a set of 3-8 rules or behavioral expectations posted. When possible, those rules are stated in positive terms as 'goal' behaviors (e.g. 'Students participate in learning activities without distracting others from learning'). The rules are frequently reviewed (Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008).</p>		
2. Instruction That Motivates. Academic instruction holds student attention and promotes engagement--to include:		
Element	Verified? (Y/N)	Information Source(s) (e.g., observation, interview, document review)
<p>Ensuring Instructional Match. Lesson content is appropriately matched to students' abilities (Burns, VanDerHeyden, & Boice, 2008).</p>		



<p>Providing Explicit Instruction. When teaching new material, the teacher delivers instruction in a manner that maximizes student understanding: starting with (1) modeling and demonstration, moving to (2) supervised practice with performance feedback, and concluding with (3) opportunities for independent practice with feedback (Rosenshine, 2008).</p>		
<p>Promoting Active Engagement. The teacher inserts activities at key points throughout the lesson to ensure that learners are engaged in 'active accurate responding' (Skinner, Pappas & Davis, 2005) at rates sufficient to hold attention and optimize learning.</p>		
<p>Providing a Brisk Rate of Instruction. The teacher presents an organized lesson, with instruction moving briskly. There are no significant periods of 'dead time' (e.g., drawn-out transitions between activities) when misbehavior can start (Carnine, 1976; Gettinger & Ball, 2008).</p>		
<p>Offering Choice Opportunities. The teacher provides the class with appropriate opportunities for choice when completing in-class academic tasks (Jolivet, Wehby, Canale, & Massey, 2001) Offering choice options can increase academic motivation and focus while reducing problem behaviors.</p>		

3. Managing the Classroom. The teacher uses active, positive techniques to manage the classroom--to include:		
Element	Verified? (Y/N)	Information Source(s) (e.g., observation, interview, document review)
<p>Scanning the Class Frequently. The teacher 'scans' the classroom frequently—during whole-group instruction, cooperative learning activities, and independent seatwork. The teacher strategically and proactively recognizes positive behaviors while redirecting students who are off-task (Sprick, Borgmeier, & Nolet, 2002).</p>		
<p>Employing Effective Verbal Commands. The teacher delivers clear directives to students that are (1) spoken calmly, (2) brief, (3) stated when possible as DO statements rather than as DON'T statements, (4) framed in clear, simple language, and (5) delivered one directive at a time and appropriately paced to avoid confusing or overloading students (Kern & Clemens, 2007; Matheson & Shriver, 2005). These directives are positive or neutral in tone, avoiding sarcasm or hostility and over-lengthy explanations that can distract or confuse students.</p>		
<p>Providing Active Supervision. The teacher frequently moves through the classroom--strategically recognizing positive behaviors while redirecting students who are off-task (De Pry & Sugai, 2002). As needed, the instructor gives behavioral reminders or prompts, teaches or reteaches expected behaviors, and praises examples of appropriate student behavior.</p>		
<p>Shaping Behavior Through Praise. To increase desired behaviors, the</p>		



<p>teacher praises students when they engage in those targeted behaviors (Kern & Clemens, 2007). Effective teacher praise consists of two elements: (1) a description of noteworthy student academic performance or general behavior, and (2) a signal of teacher approval (Brophy, 1981; Burnett, 2001). The teacher uses praise at a rate sufficient to motivate and guide students toward the behavioral goal and maintains an average of 4 praise statements for every disciplinary statement (Villeda et al. 2014).</p>		
<p>Establishing a Range of Consequences for Misbehavior. The teacher has a continuum of classroom-based consequences for misbehavior (e.g., redirect the student; have a brief private conference with the student; temporarily suspend classroom privileges; send the student to another classroom for a brief reflection period) that can be used before the teacher considers administrative removal of any learner from the classroom (Sprick, Borgmeier, & Nolet, 2002).</p>		

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