



Instruction in Behavior Tool & Checklist - Elementary

Pillar HLP 7 - Establish a Consistent, Organized Responsive Learning Environment

Directions: The purpose of this checklist is to provide data that identifies a teacher’s strengths and areas of growth related to components of instruction in academics and behaviors (Pillars HLPs 7 & 16). This checklist can be used for self-assessment or observations to provide targeted professional learning unique for each teacher. Teachers can use the checklist to identify professional growth goals to achieve mastery in HLP 7.

The column on the left represents HLP components, the next four columns are ratings, and the final column includes resources for professional learning. Please use the following rating scale:

Rating Key: 0 - practice not present; 1 - practice sometimes present (1/2 of opportunities or less); 2- practice often present (51 – 90%) 3 - practice consistently present (91 - 100%).

Pillar HLP 7 – Establish a Consistent, Organized & Responsive Learning Environment

Component - 1) HLP 7 - Learning Environment	0	1	2	3	Selected Resources
Understand the learner characteristics, accommodations, and IEP goals of students with disabilities. <ul style="list-style-type: none"> ● Reviews students’ 504 Plans and IEPs to document and provide students’ accommodations and modifications. ● Record students’ accommodations per their IEP. ● Meet with the student’s previous year’s teacher to discuss accommodations or effective reinforcers. (e.g. what do scheduled breaks look like? What reinforcers were most impactful?) ● Prepare any materials for IEP accommodations (e.g.: visual schedule, token boards, behavior charts, behavior checklists, etc.). ● Collaborate with education professionals to understand IEP goals to generalize and maintain skills when SDI occurs in another learning environment. ● Share students’ accommodations with co-teachers and/or paraeducators. ● Communicate with special education teacher or other education professionals about student progress and ways to facilitate learning and behavior of students with disabilities when necessary. 					<ul style="list-style-type: none"> ● TTAC Cognitive Functioning & Psychological Processing Document ● PBIS World Resources ● Accommodations Spreadsheet
<i>Note: Check with the special education department chair about student data and confidentiality.</i> Arrange the classroom layout with seating arrangements for class activities (independent, group work), and dedicated space for the class agenda, lesson’s learning goals, class expectations, etc.					<ul style="list-style-type: none"> ● Elementary Classroom Set Up Resources

Component - 1) HLP 7 - Learning Environment	0	1	2	3	Selected Resources
					<ul style="list-style-type: none"> • Secondary Classroom Set Up Resources
When setting up the classroom (seating arrangements, visuals, etc.) consider the learner characteristics, accommodations, and IEP goals of students with disabilities related to their self-regulation, social-emotional skills, and behavior.					<ul style="list-style-type: none"> • Visual Schedule Resources • Behavior Contract Resources • Intervention Central Resources
Intentionally build positive relationships with students and families. <ul style="list-style-type: none"> • Celebrate diversity. • Establish ways to collaborate and communicate with families. • Survey students and families at the beginning of the year to learn more about their backgrounds, interests, goals. 					

Notes

Strengths:

Areas of Growth:

Component – 1) HLP 7- Expectations & Routines	0	1	2	3	Selected Resources
Develop 3-5 positively stated classroom expectations that are understandable, culturally relevant, observable, and measurable. Explicitly teach class expectations, and routinely review them.					<ul style="list-style-type: none"> • PBIS Planning Template • Classroom Checkup.org • PBIS World • Class expectations and rules tool • Iris Center (2003) Expectations • Co-Creating Expectations with Students • School-based technologies (Class Dojo, etc.) • Video: Establish expectations & routines (9:34) • Teacher-Student Game

Component – 1) HLP 7- Expectations & Routines	0	1	2	3	Selected Resources
Identify classroom routines & procedures <ul style="list-style-type: none"> • Routines for arrival, dismissal, transitions, asking for help, pencil sharpening, etc. • Task analyze procedures to identify steps and student behaviors. • List student behaviors required to complete the procedure. 					<ul style="list-style-type: none"> • CEEDAR Center List of Class Routines • CEEDAR Center Class Routines Template • Intro to Whole Brain Teaching (4:01) • Beginners Guide to Whole Brain Teaching (16:12) • HLP 7 Video (20:14)
Explicitly teach, model, & demonstrate routines and behavioral expectations with examples and non-examples. Goal: 80% of students can explain the classroom expectations and rules.					<ul style="list-style-type: none"> • Video 1 Expectations, routines (10:23) • Video 2 Teach expectations & procedures (10:14) • Video 3 Review Expectations (30:00)
Attention Signals – Pair attention signals with expectations, routines, procedures.					<ul style="list-style-type: none"> • Attention Signal Ideas • Video Attention Signals (2:00) • Reading Rockets Non-verbal Signals • Video – classroom management, attention signals (1:57)

Notes:

Strengths:

Areas of Growth:

1) HLP 7 – PBIS	0	1	2	3	Selected Resources
PBIS - Use school PBIS as classroom management and incentive plan. When there is no school-wide PBIS, develop positive classroom expectations and incentive plan.					<ul style="list-style-type: none"> • Overview: The IRIS Center (2016) Behavior Management Plan page. • Video example (1:35)
Tier 2 & 3 Behavior Interventions					<ul style="list-style-type: none"> • Tier 2 Interventions • Tier 3 Interventions
Identify negative consequences and explain what happens.					<ul style="list-style-type: none"> • IRIS Center Negative Consequences • PBIS World Resources

						<ul style="list-style-type: none"> Video: Teacher PBIS in Action (1:31 mins.)
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Notes:

Strengths:

Areas of Growth:

1) Behavior Specific Praise (HLP 8)	0	1	2	3	Selected Resources
Give Behavior Specific Praise (HLP 8). <ul style="list-style-type: none"> Praise is timely, specific, and goal oriented. When individual, praise uses a specific student’s name. Four praise statements for every one reprimand. Students can share how they receive acknowledgement for appropriate behavior. 					<ul style="list-style-type: none"> Video - Behavior Specific Praise (1:33) Video - HLP 8 & 22 (20:04) Video behavior specific praise in action (2:28)

Notes:

Strengths:

Areas of Growth:

<i>Embedded HLP 18: Active Engagement Strategies - Teacher Questioning & Student Response Routines (OTR)</i>	0	1	2	3	Selected Resources
Teachers ask questions to give students opportunities to respond (OTR). <ul style="list-style-type: none"> Create OTR routines that are verbal and/or nonverbal. Ask 3 – 4 questions per minute. Low- and high-level questions. High level questions help students meta-cognitively process information. Student responses are a formative assessment. 					<ul style="list-style-type: none"> IRIS Center (2022) Opportunity to Respond Intervention Guide Opportunities to Respond Resource National Center on Intensive Interventions Eliciting Student Responses (22:00) Video demonstrations HLP 18 Active Student Engagement Strategies (17:34)

Choral Response Routines (whole group – low level questions)

Research shows that planned choral response routines for low-level questions with short student responses improve student engagement and learning across grade levels and content areas (McCleskey et. al., 2019).

- Select a choral response routine.
- Model and demonstrates with teacher questions and signals.
- Demonstrate how to respond to teacher questions and signals.
- Maintain a brisk pace yet give students time to respond.
- Monitor student responses to make instructional changes if appropriate.
- Give timely positive and corrective feedback.

- Resource [Innovations in Learning Choral Response Routines](#)
- Video [How to explicitly teach choral response routines](#) (48 seconds)
- Video [Anita Archer Choral Response Routines](#) (1:15)

Literacy Routines

- [GMU TTAC: Instructional Routines for Building Word Recognition](#)
- [GMU TTAC: Word Recognition-Decoding Scaffolds](#)
- [GMU TTAC: Language Elaboration Routine](#)
- [GMU TTAC: Instructional Routine for Irregular or High Frequency Words](#)

Behaviors

- Video [I am Going to Push Through](#) (48 seconds)
- [I am Going to Push Through Book](#) (4:57)

Response Cards (whole group – low level questions)

Response cards have pre-created student responses, giving students a non-verbal way to respond in unison to teacher questions. There are several types of response cards, including: Yes/No Cards, Agree/Disagree, Pictural (Thumbs up/Thumbs down), Popsicle sticks, Whiteboards.

- Create response cards.
- Model how to use response cards, and response card routine expectations.
- Ask questions and prompt students to answer with response cards.
- Give students time to respond to teacher questions.
- Provide students with swift positive and corrective feedback.
- Monitor student responses to make instructional changes if appropriate.

- Video [How to use response cards](#) (2:12)
- Video [Response cards elementary](#) (2:52)
- Response Card [Templates](#)

<ul style="list-style-type: none"> ● Maintain a brisk instructional/questioning pace. 					
<p>Think Pair Share (whole group – high level questions) Implemented across content areas, Think Pair Share is an instructional routine that involves students responding to teacher questions by processing information individually, working in pairs, and then sharing with the group using academic vocabulary.</p> <ul style="list-style-type: none"> ● Explicitly teach students how to do Think Pair Share. ● Group students in pairs or small groups. ● Ask students a question or share a problem. ● Students work individually to answer the question or problem. ● Then, students then work with another student or group to discuss the question or problem. ● Finally, the student pairs or small group share answers <p>Teacher Tips:</p> <ul style="list-style-type: none"> ● <u>Purposely pair and partner students.</u> ● Encourage students to use academic vocabulary. ● Use vocabulary scaffolds such as <u>Frustration models.</u> ● Give positive feedback and incentives to encourage academic vocabulary. 					<ul style="list-style-type: none"> ● Video Think Pair Share Explained (1:35) ● Video Explicitly teach think pair share (3:02) ● Video Think pair share literacy example (5:42) ● Video Think pair share math example (3:15)

Notes:

Strengths:

Areas of Growth:

References

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Website Link:

https://gmuedu-my.sharepoint.com/:w:/g/personal/cmarti82_gmu_edu/Ef55bFiVC2VKrCu4LK33o60B1RuocXNeel5TNpFn3LB54A?rttime=yr7_rOs63Ug