

MINI Observation: Behavior Management Core

DATE: _____ SITE NAME: _____ YAS SERVICE (Circle, if yes): 50%> Disability?

OBSERVER Full NAME (PRINT): _____

PART I: CONDUCT THE OBSERVATION

Instructions: Please observe for 10 minutes, tallying the numbers of praises* and harsh reprimands/criticisms** as defined below. Following the 10-minute observation period, complete Part II of the rating form. Complete at least one (1) observation, and as many as three (3) staff observations, for each site, as time permits.

Activity(ies) (Please circle activities below. Draw a line with arrow between activities to represent any transitions).

Literacy Fitness Homework Snack
Art Bathroom Free time Other (_____)

Start Time	End Time	Staff Member's Name	# of praises* (tally and total)	# harsh reprimands/criticisms** (tally and total)
Please write in the number of other staff present in activity: _____ Please write in the number of children participating in the activity: _____ Note: RECORD TALLIES ONLY FOR THE STAFF MEMBER NAMED ABOVE!				Ratio of Praise/Reprimands _____/_____ Praise /Harsh Reprimands

* Praise and social reinforcement can be verbal, non-verbal, or both, and is intended to increase or encourage specific behaviors.

- *Verbal* praise includes statements like Super!; I like the way...!; Excellent!
- *Non-verbal* praise includes actions such as high fives, thumbs up, and snaps/clapping.

** Harsh Reprimands/Criticisms are forms of punishment that are verbal, non-verbal, or both. Not all reprimands or critical feedback will be scored. Many reprimands (e.g., "Stop running, you may fall or hurt someone else"), **if NOT harsh or demeaning**, should be considered **appropriate** and would not be scored. By contrast:

- Harsh *Verbal* feedback/reprimands include yelling/screaming, raising one's voice (inappropriate to location), threats of physical harm, criticizing, or belittling.
- Harsh *Non-verbal* feedback/reprimands include hitting, slapping, or threatening gestures in response to misbehavior (e.g., pointing finger aggressively).

Notes/Impressions/Suggestions for Improvement:

PART II: COMPLETE SECTIONS A (PRAISE AND ENGAGEMENT), B (PREPARATION, RULES & ROUTINES) and C (EFFECTIVENESS OF RESPONSE TO MISBEHAVIOR)

Instructions: PLEASE PLACE AN “X” IN THE BOX MOST CLOSELY DESCRIBING THE STAFF PERSON’S ACTIONS/INTERACTIONS WITH THE CHILDREN DURING YOUR OBSERVATION ONLY. ALL ITEMS ARE RATED RELATIVE TO THE STANDARD OR “IDEAL” EXPRESSED IN THE “5” RESPONSE.

A: LEVEL OF PRAISE AND ENGAGEMENT					
	UNACCEPTABLE (1)	POOR (2)	FAIR (3)	GOOD (4)	EXCELLENT (5)
1	COMPLETELY UNTRUE Physically/emotionally disengaged; talking to other staff/checking cell phone; facing away from children; unresponsive, more than 15 feet from any child (frequently; >50% of time)	MOSTLY UNTRUE Physically/emotionally disengaged; talking to other staff or checking cell phone; facing away from children; unresponsive, more than 15 feet from any child (occasional; 25%-50% of time)	SOMEWHAT TRUE “Present”; passively watching children, limited response to child-initiated conversation or questions; rarely, if ever, initiated contact with children	MOSTLY TRUE Responded to and Initiated some conversation with children; interacting with children providing feedback or resources needed for activity (50%-75% of the time), lacks some “excellent” qualities	ENGAGEMENT Initiating and enthusiastically interacting with children; providing feedback or resources needed for activity (75% of the time or more). Staff person “inspires kids”, is “passionate/fun” Note: For “excellent” must spend time with more than one child.
2	COMPLETELY UNTRUE Praise NEVER (0x) Observed	MOSTLY UNTRUE Praise RARELY (1-2x) Observed	SOMEWHAT TRUE Praise OCCASIONALLY (3-5x) Observed (or may be FREQUENT, but not genuine)	MOSTLY TRUE Praise FREQUENTLY (6-10x) Observed and genuine	PRAISE FREQUENCY/QUALITY Praise FREQUENTLY Observed (> than 10x, but also timely, and genuine)
B: PREPARATION, RULES & ROUTINES					
3	COMPLETELY UNTRUE Missing or can’t find materials needed for activity; Activity time (or quality) nearly completely lost due to failure to prepare in advance OR materials so poor as to be unusable/unsafe	MOSTLY UNTRUE Most kids don’t have needed materials or lack of preparation significantly disrupts activity or reduces time (1/3 rd to ½ loss) of active participation or quality of activity OR Materials: “Poor-Ok”	SOMEWHAT TRUE Materials not available for everyone, but able to improvise, some impact on activity quality/time (5-7 minutes) OR Materials “Ok to Good”	MOSTLY TRUE Materials available & sufficient in number, could be short (<3-5 min.) delays getting them to children (Minimal impact) OR quality/diversity of materials, good, <i>not excellent</i>	PREPARATION: MATERIALS Materials needed were ready in advance and ample in number. Factors contributing to an excellent rating: materials also of high quality, varied, and/or appropriate to activity and children’s developmental level(s) (i.e., as appropriate- materials are well thought out and well-maintained) “Well-oiled machine”
4	COMPLETELY UNTRUE Chaotic setting, if no routine, staff member does not instruct the children on what to do; no thought given to task sequence. Staff member totally unprepared for task. Major interruption or loss of activity.	MOSTLY UNTRUE Loose routine apparent, but many children off-task/unfamiliar with expectations. Staff member appears unsure of what to do. Significant disruption.	SOMEWHAT TRUE Clear routine appears established but some problems following routine and/or some children have difficulties with sequence, moderate impact on quality.	MOSTLY TRUE Staff member seems well in control, understands what tasks require, staff manages time and children transition efficiently overall (Minimal delays or impact on quality)	PREPARATION: RULES/ROUTINES <i>Routine was apparent</i> and rules and/or instructions are either posted or were reviewed prior to regularly occurring daily activities (i.e., bathroom/hygiene, transitioning between activities) or obviously had been previously taught based upon child and staff behavior (i.e., children immediately get quiet after staff clap hands). “Smooth Sailing”
Section A: Praise and Engagement (add items 1 & 2)					
Section B: Preparation, Rules, & Routines (add items 3 & 4)					
A+B Total					

C: EFFECTIVENESS OF RESPONSE TO MISBEHAVIOR

	UNACCEPTABLE (1)		POOR (2)	FAIR (3)	GOOD (4)	EXCELLENT (5)
5	N/A= No Negative Behaviors Occurred (Score a "5")	<p>COMPLETELY UNTRUE</p> <p>Completely unaware of behavior, esp. serious misbehavior (i.e., hitting); negligent/ Dangerous</p>	<p>MOSTLY UNTRUE</p> <p>Notices only extreme misbehavior, misses other misbehavior (i.e., off-task), including behavior that can escalate to more serious problems</p>	<p>SOMEWHAT TRUE</p> <p>Notices all serious misbehavior (i.e., hitting), but misses about 50% of other misbehavior (i.e., teasing), custodial care.</p>	<p>MOSTLY TRUE</p> <p>Notices all serious misbehavior and nearly all other misbehavior (i.e., noncompliance), but does miss some minor rule violations.</p>	<p><u>MONITORING (AWARENESS)</u></p> <p>Staff was fully aware of ALL negative behaviors (rule violations) both serious and minor. Misses little and anticipates problems before they start. [Note: Staff person can be aware of problem behavior, but respond poorly-see #7). Secret service-style.</p>
6	N/A= No Negative Behaviors Occurred (Score a "5")	<p>COMPLETELY UNTRUE</p> <p>Frequent (5-10x or more), intense, negative harsh verbalizations, frequent yelling, vivid anger apparent</p>	<p>MOSTLY UNTRUE</p> <p>Frequent (5-10x or more), but less intense negative, harsh verbalizations, some yelling, anger apparent to others</p>	<p>SOMEWHAT TRUE</p> <p>Occasional harsh negative reprimand (<4x), staff member may appear upset or angry, but makes effort to control display.</p>	<p>MOSTLY TRUE</p> <p>Staff member rarely (<1x) appears upset or angry, can very briefly show anger, but quickly controls (children unaware)</p>	<p><u>EMOTIONAL CONTROL</u></p> <p>Staff person uses appropriate tone of voice when responding to negative behaviors and/or rule violations (i.e., neutral tone instead of harsh, loud, or punitive/critical tone of voice). No yelling. Calm. Authoritative response to misbehavior.</p>
7	N/A= No Negative Behaviors Occurred (Score a "5")	<p>COMPLETELY UNTRUE</p> <p>Always (100%) used ineffective/ inappropriate response (i.e., pleading with child to stop or laughing)</p>	<p>MOSTLY UNTRUE</p> <p>Responded to misbehavior with mostly (~75%) ineffective strategy (i.e., repeated requests to stop or reprimands with no follow-up)</p>	<p>SOMEWHAT TRUE</p> <p>Used a mix (50/50) of ineffective and effective strategies</p>	<p>MOSTLY TRUE</p> <p>Responded to all significant misbehavior, mostly (~75%) with effective responses.</p>	<p><u>EFFECTIVE DISCIPLINE (RESPONSE)</u></p> <p>Staff responded to all (100%) of observed rule violations with effective consequences (e.g., used brief/ clear reprimand; temporary loss of privileges or removal from an activity; used home note or called parent following misbehavior; tracked rule violation on board; delivered consequence from an established token system).</p>
Section C: Response to Misbehavior (add items 5-7)						
Overall Behavior Management Score (Sections A+B= __)+C						
Notes:						

Scoring Interpretation Guide: Scores averaging "3" (fair) or better (i.e., 21 or more) should be considered acceptable at this time. Scores averaging "2" (poor) or less (i.e., 14 or less, overall) should be addressed with referral to consultation by appropriate support services (i.e., PROJECT RISE) pending discussion with Site Director and appropriate Trust personnel (Note: Specific protocol for providing feedback has yet to be formally agreed upon).

MINI Observation: Fitness Core

DATE: _____ SITE NAME: _____ OBSERVER NAME (Print): _____

PART I: CONDUCT THE OBSERVATION

Instructions: Observe one fitness group for the full 30 minutes.

Start Time	End Time	Name of staff member leading activity	# of other staff present **	# of children in activity	# of pieces of equipment (if equipment used)*	Ratio of children to equipment (calculated)

* Ideally, student/equipment ratio should not exceed 3 to 1 during skill practice (e.g., practicing dribbling and passing in small groups of 3) or 6 to 1 during game play (e.g., playing basketball in several small groups). Equipment should be in good condition. This item should be used to advise providers about obtaining additional physical activity equipment. **Also, note if support staff helped!

AEROBIC INTENSITY "POTENTIAL" OF ACTIVITY CHOSEN (PERTAINS ONLY TO POTENTIAL- NOT WHAT YOU ACTUALLY OBSERVE)					
	Unacceptable (1)	Poor (2)	Fair (3)	Good (4)	Excellent (5)
Name of Activity:	Not demanding; aerobic activity would not be required for this activity' only minimal movement is possible (e.g., practicing foul shots, hitting ball off tee- if these were ONLY activity chosen); frequent waiting turns and/or standing still is the sole part or a major part of the activity	Strong aerobic effort would be rare due to nature of activity (e.g., calisthenics/ stretching, dribbling basketball while standing still); only minimal change in heart rate would be possible	Intermittently demanding; moderate intensity movement is possible, but activity as presented allows only brief intense activity followed by resting intervals (e.g., football, softball)	Activity allows almost all children moderate-high intensity activity 50-90% of the time; only minimal waiting is typical in the activity	Activity designed to be aerobically intense and requires sustained, simultaneous movement of almost all children (e.g., running, sprinting, basketball, soccer); constant motion required by all children; continuous play
Describe Activity:					

GENERAL ACTIVITY LEVEL

Activity Observation Instructions: Observe and record behavior of 5 randomly selected children for the first 3 seconds of each minute only (Use cell phone timer to cue recording at min. 5, 10, 15, 20, & 25). Record an "X" in the box that best describes the child's activity level at that moment. {Note: During low-moderate activity kids can talk, during intense activity they can talk but with some difficulty or effort}			NO FITNESS ACTIVITY	INACTIVE (i.e., sitting/laying down)	STANDING STILL (i.e., waiting in line, waiting for next play to begin)	ACTIVE/ Low to Moderate Intensity (i.e., walking, moving from one area to another)	ACTIVE/ High Intensity (i.e., jogging, running, jumping, lifting)	Physical activity expected at that time?	
Minute	Child:	Activity:						Y	N
Minute 5	Child:	Activity:						Y	N
Minute 10	Child:	Activity:						Y	N
Minute 15	Child:	Activity:						Y	N
Minute 20	Child:	Activity:						Y	N
Minute 25	Child:	Activity:						Y	N
Sum/Tally for each Activity Level									

*Moderate-to-vigorous physical activity (MVPA) includes walking and running, or anything that **increases the heart rate**

PART II: COMPLETE SECTION A (Activity Level), B (Preparation & Planning), C (Staff Communication) & D (Staff-Child Interaction)

Instructions: PLACE AN “X” IN THE BOX MOST CLOSELY DESCRIBING THE STAFF PERSON’S ACTIONS DURING YOUR OBSERVATION ONLY.

A: “ACTUAL” ACTIVITY LEVEL OF CHILDREN *Must Apply to 50% of more of children to rate at highest levels (4 or 5)

	UNACCEPTABLE (1)	POOR (2)	FAIR (3)	GOOD (4)*	EXCELLENT (5)*
1	Aerobic activity not observed; little or no movement observed (e.g., activity did not occur or sitting around)	Some low-moderate intensity movement observed (10-30% of the time) but mostly low intensity movement observed (e.g., practicing foul shots, hitting ball off tee); long waits between activity (>10 mins)	Intermittent; moderate intensity movement observed 30-70% of the time; followed by resting intervals (football, softball) or significant waiting (5-9 min. over the course of 30 min.)	Frequent; moderate intensity movement observed 70-100% of the time; minimal waiting (<5 minutes of total 30 minute observation)	ACTIVITY LEVEL Frequent; very demanding; extremely aerobically intense movement observed 70-100% of the time; sustained movement required (e.g., running, sprinting, basketball, soccer); near constant motion required. Note: Can take water breaks but should be very brief!

B: PREPARATION & PLANNING

2	<i>Unprepared</i> for activities [e.g., equipment was unavailable for youth activities; equipment was in unusable or unsafe condition; field in poor condition for activities chosen; or activity started very late (>15 min or cancelled) <i>due to poor preparation/staff availability</i>]	<i>Poorly prepared</i> for activities [e.g., equipment was insufficient in number; equipment was in poor condition for activities chosen; staff uncertain about activity; or activity started late (5-10 min.) <i>due to poor preparation/staff availability</i>]	<i>Adequately prepared</i> for activities [e.g., staff/ most materials ready for activities but additional equipment was needed, searched for, and found during lesson; staff seemed mostly clear on how to do activity; or activity started late (<5 minutes) <i>due to poor planning/staff availability</i>]	<i>Well-prepared</i> for activities [e.g., materials available; no missing materials; equipment in good condition; staff member clearly knows how to run activity; brief set up required and/or minor delays <i>due to set up or staff availability</i> (<2 minutes)]	STAFF PREPARATION Staff member <i>fully prepared</i> for the activities [e.g., equipment was set out and in good condition; all available well before start of lesson time; boundaries were set; staff member knows activity, anticipates problems, delegates authority to address and overcome obstacles; minimal time spent transitioning in activity (i.e., changing sides, etc.)]
3	Activities/games chosen required almost all children to stand in line/sit on bench; only one child active at a time; children eliminated/waiting for turns must wait more than 10 minutes to resume activity	Activities/games chosen allowed only a few children (3-5) to be active simultaneously (e.g., most children standing in line); children eliminated/waiting for turns must wait 5-10 minutes to resume	Activities/games chosen allowed many children (33%-66%) to be active simultaneously; children eliminated/waiting have to wait less than 5 minutes to resume activity	Activities/games chosen or modified that allowed most children (>66%) to be active simultaneously; children eliminated/waiting have to wait no more than 2 minutes to resume activity	ACTIVITY CHOICE/ MODIFICATIONS Activities/games chosen or modified allowed all children to be active nearly all the time (i.e., no standing in line; nobody on bench); no children left out or eliminated from any games

C: STAFF COMMUNICATION

	UNACCEPTABLE (1)	POOR (2)	FAIR (3)	GOOD (4)	EXCELLENT (5)
4	No instructions given to children; no use of stop/start signals neither children nor staff appear to know what to do.	Infrequent/unclear instructions given to children; staff silent or giving inconsistent guidance to students; confusion is the rule rather than exception.	Instructions given that were mostly clear; stop/start signals used more often than not, but some children appear confused about what to do	Instructions given that were generally clear; stop/start signals typically used, or clear that kids had been given instruction or reviewed rules before	COMMUNICATION (CLARITY) Instructions were clear, brief, and concise; clear stop/start signals used (e.g., whistle, music, or key words) or obvious from response of staff/children that rules/routines had been established
5	Frequent harsh or impatient language/tone used when explaining instructions or responding to misbehavior	Occasional harsh or impatient language/tone used when explaining instructions or responding to misbehavior	Tone of instructions was generally neutral, not harsh or impatient, but rarely positive, just “ok”	Tone was neutral, and sometimes positive and firm, but never harsh or impatient.	COMMUNICATION (TONE) Tone was generally positive and firm, as appropriate; staff explained the activity to children who did not know what to do. Tone “inspired” high level of activity.

D: STAFF-CHILD INTERACTION					
	UNACCEPTABLE (1)	POOR (2)	FAIR (3)	GOOD (4)	EXCELLENT (5)
6	Staff member was “disengaged”; no attention paid to activity (e.g., no demonstration of activity/no coaching; staff focused on other activities; children told to play while staff sat out)	Staff member participated or coached 25%-50% of the activity period (e.g., showed some enthusiasm when demonstrating activity, but did not remain engaged)	Staff member participated in or coached 50%-75% of the activity period (e.g., moderately enthusiastic; intermittent participation)	Staff member actively participated or coached 75%-90% of the time (e.g., enthusiastic demonstration of activity and frequent engagement with children during activity)	STAFF PARTICIPATION Staff member was “fully engaged”; consistently participated 90% or more of the time [e.g., demonstrated strong enthusiasm (as a player or active coach) for physical activity throughout the lesson]
7	Praise NEVER observed (0x) OR praise was observed but 2 or more instances of harsh, critical, or demeaning statements were observed during 30 minute period.	Praise observed once or twice but made one harsh, critical or demeaning statement during the 30 minute observation	Staff member praised only once or twice with no observations of harsh, critical or demeaning statements	Staff member praised students between 3 and 5 times during the 30 minute period with no harsh, critical, or demeaning feedback given.	RATIO OF PRAISE TO CRITICAL FEEDBACK* Positive/specific feedback was provided to students more than 5 times with no harsh ,critical, or demeaning feedback observed <i>*Can be combined with Behavior Management observation.</i>
Section A: Actual Activity Level (add item 1)					
Section B: Preparation & Planning (add items 2 & 3)					
Section C: Staff Communication (add items 4 & 5)					
Section D: Staff-Child Interaction (add items 6 & 7)					
Total Score (add A thru D)					

Scoring Interpretation Guide: Scores averaging 3 or better (i.e., 21 or more) should be considered acceptable at this time. Scores averaging 2 or less (i.e., 14 or less) should be addressed with consultation to appropriate support services pending discussion with Site Director or other supervisory personnel.

PART III: FITNESS LEVEL AWARENESS

Information to request from staff leading the physical activity group: Do you know the number of children identified at each level of the Healthy Fitness Zone (HFZ), per the PACER results? If yes, please provide the data below.

Healthy Fitness Zone (HFZ)*			
Data Available:			
	Yes	No	
	Need Improvement:		Achieved HFZ
	High Risk		Some Risk
# of children			

* PACER norms are available only for youth who are 10 years and older due to the large variability in aerobic capacity/ VO_2 max in younger children. These norms provide a range of scores that indicate the level of fitness, or **Healthy Fitness Zone (HFZ)**, according to age and gender. Although this item is not a critical item, exceptional physical activity leaders are able to identify the children who have and have not achieved the HFZ in order to target focused support. Note that the ‘Needs Improvement’ categories were recently released and program staff might only know if a student has achieved the HFZ or not. This is acceptable during the transition to the updated model. The HFZ is taught during the PACER administration training. **If ALL children are less than 10-years-old, then write Not Applicable “NA”. If some children are over 10, this item applies only to those children 10 years of age or older.**

Comments:

MINI Observation: Reading/Literacy Core

DATE: _____ SITE NAME: _____ OBSERVER NAME (PRINT): _____

TYPE OF LITERACY GROUP (CIRCLE ONE): REGULAR GROUP or DIFFERENTIATED INSTRUCTION

Instructions: Observe the literacy/reading group for at least 30 minutes. If both regular group instruction and differentiated instruction occur at same time, observe regular group for 15 min. & differentiated group for 15 min. (observe longer, if possible).

Start Time	End Time	Name of staff member leading activity	# of other staff present in activity	Position (circle one)			# of children in activity	Grade level(s) of children
				Certified Teacher	Youth Worker/ Regular Staff	Other: _____		
				Reading Specialist				

QUALITY OF LITERACY INSTRUCTION

Item #	UNACCEPT-ABLE (1)	POOR (2)	FAIR (3)	GOOD (4)	EXCELLENT (5)
1	Did not occur	Greater than 10 minutes late	Within 6 to 10 minutes of start time	Within 5 minutes of start time	INSTRUCTIONAL TIME The literacy/reading activity began on time
2	Barren (1-2 types or more but in shabby condition)	Sparse (Fewer than 3 types and/or in poor condition)	Basic (3 types, and/or in fair to good condition)	Varied (4 or more types and/or in good to very good condition)	READING ENVIRONMENT Rich A rich reading/learning environment should be equipped (available) with many types of instructional resources including: 1) adequate furnishings, 2) visual aids such as dry erase/chalk or SMART board, 3) books/reading materials, 4) consumable supplies such as pencils and paper, 5) computers/reading-based software and/or internet access, etc. <i>The quality, quantity and condition of these is also relevant and can be used to lower a rating.</i>
3	None; Student(s) not exposed to any modeling and receive no feedback on their performance	Very little; Less than 25% of the time could be characterized as ideal Note: If teacher alone reads passage, score here	Moderately; Children received feedback only about 25%-50% of the time	Frequently; Children participating received feedback about 50%-80% of the lesson time	TEACHER MODELING AND FEEDBACK FOR CORRECT PERFORMANCE: For excellent score instructor should briefly model correct reading of a passage or how to generate responses to comprehension questions (e.g., "I might say or do..."). To score "5", most of the lesson time will be devoted to students responding. Students must then be able to practice the skill with feedback ("Wait. Try it again", "Good reading!", "Interesting idea!"). The session should be INTERACTIVE . Score "Excellent" only if 80% or more of the children who participate receive some kind of feedback Note: It is possible for an instructor to receive an excellent score on this item, even if they only work closely with a few students from a large group (i.e., just a few children read and received feedback). Item 4 records the extent to which ALL students received this opportunity.

