Introduction to the use of the Mini Observation Modules (MOM)

Generously funded by The Children’s Trust in partnership with Nova Southeastern University
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Copies of the Mini, ORF and PACER Tools are Available by e-mail from ProjectRISE@nova.edu

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Project RISE Is Here To Help!

**TRAINING**
Online and in-person trainings for all Trust-funded Youth Development agencies.

**COACHING**
Coaches offer agencies support in the areas of literacy, fitness, youth development and behavior management.

**MATERIALS**
Testing materials and other supplies are available after training or coaching.

**ONSITE SUPPORT**
Additional onsite support related to assessment or specific agency needs can also be provided.
Where Does the Mini Fit In?

PROGRAM PERFORMANCE

- Staffing
- Efficiency, Sustainability and Collaboration
- Fiscal Health
- Population Focus
- Program Participation

Participant Outcomes

Service Delivery
Where Does the Mini Fit In?

PROGRAM PERFORMANCE

Safety, Administrative and Fiscal Compliance

Fiscal Health

Efficiency, Sustainability and Collaboration

Staffing

Population Focus

Program Participation

Participant Outcomes

Service Delivery
Why Assess?

**Outcome vs. Process**

- Outcomes
  - Literacy (ORF/MAZE)
  - Fitness (Pacer)
- Outcomes tell us about whether we are reaching our goals
- Are Outcomes Enough?
What is Process Assessment?

Process Measures:

- Help us understand what we are doing well or poorly
- Help us focus on things we can observe and change
- The Mini Observation Modules (MOM) in behavior management, literacy, and fitness are intended to focus our staff training and development efforts.
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Processes Assessed with MOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior Management (not assessed, but important)</td>
<td>Level of Praise, Staff Engagement, Staff Preparation and Routines, Response to Misbehavior (Monitoring, Emotional Control and Effective Discipline)</td>
</tr>
<tr>
<td>Fitness (PACER)</td>
<td><em>Activity Level</em>, Preparation &amp; Planning (activity modification), <em>Staff Communication</em>, Staff-Child Interaction</td>
</tr>
</tbody>
</table>
A Vision for High Quality Programs

Staff Training is Essential

- Both Direct Care and Supervisory Staff Should Be Trained
- We Must Clearly State Our Expectations
- MOM allow us to illustrate BROAD GOALS for service delivery in Behavior Management, Fitness, & Literacy
### MINI BEHAVIOR MANAGEMENT

#### Observation Keys

<table>
<thead>
<tr>
<th>Key</th>
<th>Description</th>
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<tbody>
<tr>
<td>Level of Praise (includes Direct Observation)</td>
<td></td>
</tr>
<tr>
<td>Staff Engagement</td>
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</tr>
<tr>
<td>Staff Preparation and Routines</td>
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</tr>
<tr>
<td>Response to Misbehavior (Monitoring, Emotional Control, &amp; Effective Discipline)</td>
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</table>
Behavior Management Highlights

Praise and Social Reinforcement

✓ Verbal and non-verbal statements that encourage good behavior.
✓ Specific: Describes exactly what the staff member saw
✓ Timely: Praise closely follows the positive behavior
✓ Genuine: Warm, Varied, and Appropriate
Feedback or criticism can be verbal and non-verbal or both

- Avoid threatening or belittling statements
- Watch your tone
- Gestures can be threatening too

Feedback or criticism can be appropriate
Mini Behavior Management

Observation

✓ Part I: Conduct the Observation
  ✓ Identify a staff person to observe for 10 minutes.
  ✓ ONLY observe and tally the number of praises/harsh reprimands/criticism during 10-minute interval

✓ Part II: Respond to the Rating Scale
  ✓ Review items 1-7 BEFORE beginning your 10-minute staff observation
  ✓ Immediately after the observation, complete items 1-7.
Mini Behavior Management

Rating Scale (for all Minis)

✓ 1=Unacceptable
✓ 2=Poor
✓ 3=Fair
✓ 4=Good
✓ 5=Excellent (Descriptions for this option are the “IDEAL”)
## Mini Behavior: Engagement (Item 1)

<table>
<thead>
<tr>
<th>UNACCEPTABLE (1)</th>
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<th>GOOD (4)</th>
<th>EXCELLENT (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPLETELY UNTRUE</td>
<td>MOSTLY UNTRUE</td>
<td>SOMEWHAT TRUE</td>
<td>MOSTLY TRUE</td>
<td>COMPLETELY TRUE</td>
</tr>
</tbody>
</table>
| 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) | 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) | “Present”; passively watching children, limited response to child-initiated conversation or questions; rarely, if ever, initiated contact with children | Responded to and Initiated some conversation with children; interacting with children providing feedback or resources needed for activity (50%-75% of the time) | ENGAGEMENT: Initiating and enthusiastically interacting with children (e.g., showing interest in their work/stories); providing feedback or resources needed for activity (75% of the time or more). Note: For “excellent” must spend time with more than one child.
Mini Behavior Management

Scoring

✓ Using the 1-5 scale, sum the 7 items as directed
✓ Scores averaging “3” or better are considered acceptable at this time (i.e., 21 or better)
✓ Scores averaging “2” or worse (poor) should warrant referral to Project RISE (i.e., 14 or less)
<table>
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## Processes Underlying Outcomes

### MINI FITNESS

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<th>Observation Keys</th>
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<tbody>
<tr>
<td>Activity Level (Includes Direct Observation)</td>
</tr>
<tr>
<td>Preparation and Planning</td>
</tr>
<tr>
<td>Staff Communication</td>
</tr>
<tr>
<td>Staff-Child Interaction</td>
</tr>
<tr>
<td>* Healthy Fitness Zone Survey</td>
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Fitness Highlights

Moderate to Vigorous Physical Activity (MVPA)

- MVPA includes walking or running or any activity that noticeably increases your heart rate
- The more the kids move the better and the more of them that are moving the better......
- Look especially for evidence of planning (advance preparation) and modification of activities to reduce waiting!
Mini Fitness

Observation

✓ Part I: Observations

✓ Observe the primary staff person responsible for a fitness activity for 30 minutes.

✓ Randomly select and identify (by clothing) 5 children to be observed at minutes 5, 10, 15, 20, & 25.

✓ Record the child’s activity level ONLY at the intervals noted above.

✓ Part II: Ratings

✓ Between the intervals observe the staff member and record your ratings/impressions immediately after the 30 minute observation.
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</table>
| Aerobic activity not observed or 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 of tee); long waits between activity (> 10 minutes) | Intermittent; moderate intensity movement observed 30-70% of the time; followed by resting intervals (football, softball) or significant waiting (>5 min) within activity | Frequent; moderate intensity movement observed 70-100% of the time; minimal waiting (<2 minutes) | **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. |
Mini Fitness

Scoring

✓ Using the 1-5 scale, Sum the 7 individual items as directed

✓ Scores averaging “3” or better are considered acceptable at this time (i.e., 21 or better)

✓ Scores averaging “2” or worse (“poor”) should warrant referral to Project RISE (i.e., 14 or less)
Fitness Practice Videos!

- American Council on Exercise Videos
- CATCH Video Series
- "Large Space Games"
- SPARK demonstration video
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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. |
Mini Literacy
# MINI LITERACY

## Processes Underlying Outcomes

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<tbody>
<tr>
<td>Instructional Time</td>
</tr>
<tr>
<td>Reading Environment</td>
</tr>
<tr>
<td>Modeling and Feedback</td>
</tr>
<tr>
<td>Child Engagement</td>
</tr>
<tr>
<td>Active Reading/Active Comprehension</td>
</tr>
<tr>
<td><em>Differentiated Instruction Survey</em></td>
</tr>
</tbody>
</table>
Active Reading Requires Active Children

- Reading Instructors, like fitness instructors, should focus on keeping the children engaged and responsive.
- Passive reading, while valuable, should not be a focus of instruction with kids requiring Differentiated Instruction.
- When children do respond, they should be given frequent and enthusiastic feedback on their responses. This is key to learning!
Mini Literacy

Observation

- Identify a staff person to observe for 15-30 minutes.
- Review items 1-5 before beginning your observation.
- There is no need to tally or record discrete observations.
- If differentiated instruction is occurring at the same time as other reading activities, it may be advisable to split your observation between the activities.
  - Provide a separate Mini Literacy rating for each staff member (activity)
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<th>FAIR (3)</th>
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| Did not complete ANY literacy related activity. | Silent reading/worksheets (e.g., busy work)>50% of the session OR teacher reads a story aloud with little opportunity for student response or participation (e.g., teacher speaks >66% of session). | Teacher and students (mostly teacher) participate. Students read aloud, get feedback, or answer comprehension questions (e.g., dates, setting, traits) from 33% to 50% of lesson. | Teacher and students (mostly students) participate. Students read aloud, get feedback, or answer comprehension questions (e.g., dates, setting, traits) from 51% to 79% of lesson. | **ACTIVE READING/ACTIVE COMPREHENSION**
The instructor ensures that children get active practice and/or responding to questions about the reading during 80% or more of the lesson.

**Fluency:** Students read aloud and receive feedback about letter/sound or word accuracy.

**Comprehension:** Students answer critical thinking questions |
Mini Literacy

Scoring

✓ Using the 1-5 scale, sum the 5 items as directed
✓ Scores averaging “3” or better are considered acceptable at this time (i.e., 15 or better)
✓ Scores averaging “2” (poor) or worse should warrant referral to Project RISE (i.e., 10 or less)
Example: Reading Fluency (a fun example)
Example: Classroom Example of Reading Fluency Building
Example: Reading Comprehension
# Mini Literacy: Active Reading (Item 5)

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<td><strong>ACTIVE READING/ACTIVE COMPREHENSION</strong> The instructor ensures that children get active practice and/or responding to questions about the reading during 80% or more of the lesson. <strong>Fluency:</strong> Students read aloud and receive feedback about letter/sound or word accuracy. <strong>Comprehension:</strong> Students answer critical thinking questions</td>
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Our Goal is to “move the needle” on our most important outcomes.

Process Assessment with the Mini is an essential tool to evaluating how well we are doing what we aim to do.

Mini Assessments will help contract managers, site directors, and staff to develop a common understanding of program quality.
Materials associated with the Mini and this training can be obtained at ProjectRISE@nova.edu
PROJECT RISE THANKS YOU FOR PARTICIPATING IN OUR TRAINING!

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