

Checklist 2: Classroom Management and Teacher Language

Teacher: _____ Date: _____ Grade: _____

Teacher has completed: One-Day Introduction to RC RC I RC II Other: _____Teacher has been implementing the *Responsive Classroom* approach to classroom management and teacher language: Regularly Somewhat/Inconsistently Just Beginning**C L A S S R O O M R U L E S**

	Strong evidence of fidelity of implementation (5)	Some evidence of fidelity of implementation (3)	Little or no evidence of fidelity of implementation (1)	Not observed
CM1 Posting	<input type="checkbox"/> Three to five rules posted	<input type="checkbox"/> Fewer than three to five rules posted	<input type="checkbox"/> No rules posted	<input type="checkbox"/>
CM2 Accessibility	<input type="checkbox"/> Rules posted at children's eye level and easily readable from any area of classroom	<input type="checkbox"/> Rules posted in non-prominent place or difficult to read	<input type="checkbox"/> Rules posted in non-prominent place and difficult to read	<input type="checkbox"/>
CM3 Student input	<input type="checkbox"/> Posted rules incorporate students' words and other input (e.g., signatures or decorations)	<input type="checkbox"/> Rules incorporate students' words or other input such as signatures or decorations	<input type="checkbox"/> Rules are teacher-made or store-bought or no rules are posted	<input type="checkbox"/>
CM4 Positiveness	<input type="checkbox"/> All rules are stated positively Example: "Be kind to others" rather than "Do not be rude"	<input type="checkbox"/> Some rules ...	<input type="checkbox"/> No rule ...	<input type="checkbox"/>

G A I N I N G S T U D E N T A T T E N T I O N A N D M A N A G I N G T R A N S I T I O N S

CM5 Signaling for attention	<input type="checkbox"/> Teacher consistently uses predictable signal to get student attention	<input type="checkbox"/> Teacher sometimes uses predictable signal but sometimes raises voice or says "shhh"	<input type="checkbox"/> Teacher consistently raises voice or says "shhh"	<input type="checkbox"/>
CM6 Waiting to speak	<input type="checkbox"/> Teacher begins to speak only when all students are quiet, looking at teacher, and keeping hands and feet to selves	<input type="checkbox"/> Teacher begins to speak when many students ...	<input type="checkbox"/> Teacher begins to speak when few students ...	<input type="checkbox"/>
CM7 Preparing for transitions	<input type="checkbox"/> Teacher briefly gives directions/reviews expectations and checks for understanding (e.g., calls on students to name key behaviors)	<input type="checkbox"/> Teacher briefly gives directions/reviews expectations but does not check for understanding	<input type="checkbox"/> Teacher does not give directions/review expectations	<input type="checkbox"/>
CM8 Observing during transitions	<input type="checkbox"/> Teacher observes whole class as they change activities with independence	<input type="checkbox"/> Teacher helps a few students as they change activities	<input type="checkbox"/> Teacher is preparing for next activity	<input type="checkbox"/>

T E A C H E R L A N G U A G E

	Strong evidence of fidelity of implementation (5)	Some evidence of fidelity of implementation (3)	Little or no evidence of fidelity of implementation (1)	Not observed
CM9 Voice	<input type="checkbox"/> Teacher always uses calm, respectful voice	<input type="checkbox"/> Teacher sometimes uses ...	<input type="checkbox"/> Teacher often speaks with raised, angry, sarcastic, pleading, or rushed voice	<input type="checkbox"/>
CM10 Responding to students' verbal participation	<input type="checkbox"/> Teacher pauses briefly and then responds or calls on another student; does not use voice-overs Example: <i>Student answers, "All mammals have fur." Teacher nods and asks, "What else do all mammals have?"</i>	<input type="checkbox"/> Teacher sometimes pauses and/or occasionally uses voice-overs	<input type="checkbox"/> Teacher never pauses and often uses voice-overs Example: <i>Student responds, "All mammals have fur." Teacher says, "Yes, fur."</i>	<input type="checkbox"/>
CM11 Specificity when reinforcing	<input type="checkbox"/> When reinforcing students' appropriate behavior, teacher describes concrete, specific behaviors Example: <i>"I see lots of people who remembered to push in their chairs" or (privately) "Marisa, I notice that you cleaned up your materials faster today."</i>	<input type="checkbox"/> Teacher expresses approval for concrete, specific behaviors and/or uses language in manipulative way Example: <i>"I really like the way Marisa is cleaning up her materials today." (teacher shares this publicly)</i>	<input type="checkbox"/> Teacher expresses general praise Example: <i>"Good job, Marisa" or "Nice drawing, Antoine."</i>	<input type="checkbox"/>
CM12 Reminding	<input type="checkbox"/> At key times, teacher reminds students of behavior expectations to prevent misbehavior	<input type="checkbox"/> Teacher sometimes reminds ...	<input type="checkbox"/> Teacher does not remind ...	<input type="checkbox"/>
CM13 Drawing on student knowledge	<input type="checkbox"/> When reminding students about behavior expectations, teacher asks question or makes statement that invites students to remember and demonstrate expected behavior Example: <i>"Who can remind us of a safe way to move through the hallway?"</i>	<input type="checkbox"/> Teacher sometimes invites students to remember...	<input type="checkbox"/> Teacher re-explains expectations Example: <i>"You should stop running."</i>	<input type="checkbox"/>

T E A C H E R L A N G U A G E , C O N T I N U E D

	Strong evidence of fidelity of implementation (5)	Some evidence of fidelity of implementation (3)	Little or no evidence of fidelity of implementation (1)	Not observed
CM14 Redirecting	<input type="checkbox"/> When student or class is not meeting behavior expectations, teacher redirects by briefly stating what student should be doing Example: "Mario, hands in your lap" or "Sonya, walk."	<input type="checkbox"/> Teacher sometimes redirects by briefly stating ...	<input type="checkbox"/> Teacher phrases re-direction as question or states what student should not be doing Example: "Mario, do you want me to take those toys away?" or "Sonya, stop running."	<input type="checkbox"/>
CM15 Amount of reinforcing language	<input type="checkbox"/> Teacher often specifically reinforces students' appropriate behavior	<input type="checkbox"/> Teacher reinforces as often as gives general praise or reminding/redirecting	<input type="checkbox"/> Teacher gives general praise or reminds/redirects more often than reinforcing	<input type="checkbox"/>

O P T I O N A L T A L L Y O F T E A C H E R L A N G U A G E

Reinforcing language	Reminding language	Redirecting language
Praise	Ineffective language (Including directions phrased as questions, voice-overs, baby-talk/patronizing language)	Negative language (Including put-downs, sarcasm, threats)

N O T E S

R E S P O N D I N G T O M I S B E H A V I O R

	Strong evidence of fidelity of implementation (5)	Some evidence of fidelity of implementation (3)	Little or no evidence of fidelity of implementation (1)	Not observed
CM16 Voice	<input type="checkbox"/> When responding to student misbehavior, teacher uses calm, respectful voice	—	—	<input type="checkbox"/>
CM17 Relevance	<input type="checkbox"/> Consequences are relevant to misbehavior and not predetermined Example: <i>Teacher does not keep consequences chart or publicly tally misbehaviors.</i>	—	—	<input type="checkbox"/>
CM18 Reasonableness	<input type="checkbox"/> Consequences are reasonable for student to do and for teacher to enforce Example: <i>Student who draws on her desk cleans just her own desk, not all desks.</i>	—	—	<input type="checkbox"/>
CM19 Firmness	<input type="checkbox"/> Teacher issues consequence with no negotiation or conversation about reason Example: <i>Teacher stops student who tries to explain actions, ask question about consequence, or bargain down consequence.</i>	—	—	<input type="checkbox"/>
CM20 Explaining time-out	<input type="checkbox"/> Teacher indicates that time-out is for students to calm down and feel more in control	<input type="checkbox"/> ... is for students to think about what they did wrong	<input type="checkbox"/> ... is for students when they are bad	<input type="checkbox"/>
CM21 Sending to time-out	<input type="checkbox"/> When directing students to time-out, teacher uses brief, clear command Example: <i>"Tim, take a break" rather than "Tim, that's enough of that! Now you have to take a break."</i>	—	—	<input type="checkbox"/>
CM22 Student compliance with time-out	<input type="checkbox"/> Student goes to time-out immediately and quietly	—	—	<input type="checkbox"/>

R E S P O N D I N G T O M I S B E H A V I O R , C O N T I N U E D

	Strong evidence of fidelity of implementation (5)	Some evidence of fidelity of implementation (3)	Little or no evidence of fidelity of implementation (1)	Not observed
CM23 Student behavior in time-out	<input type="checkbox"/> While in time-out, student sits quietly and calmly and does not work on any task	<input type="checkbox"/> While in time-out, student sits quietly and calmly and does teacher-directed/assigned task	<input type="checkbox"/> While in time-out, student does not sit quietly or calmly	<input type="checkbox"/>
CM24 Student return from time-out	<input type="checkbox"/> Student remains in time-out only until calm and ready to rejoin class (typically just a few minutes); return is teacher-directed or self-directed	—	—	<input type="checkbox"/>

N O T E S

U S E O F R E W A R D S / P R I Z E S

	Strong evidence of fidelity of implementation (5)	Some evidence of fidelity of implementation (3)	Little or no evidence of fidelity of implementation (1)	Not observed
CM25 Motivating students	<input type="checkbox"/> No evidence of general use of rewards/prizes such as stickers, tokens, or other physical objects Example: <i>No card-pulling, general use of behavior or reward charts, etc.</i>	—	—	<input type="checkbox"/>

N O T E S

CM1–CM8 Tally Sheet

Enter numbers in the boxes under each teacher's name.

- 5=Strong evidence
- 3=Some evidence
- 1=Little or no evidence

										Average for each item
Classroom Rules ▼										
CM1 Posting										
CM2 Accessibility										
CM3 Student input										
CM4 Positiveness										
Gaining Student Attention and Managing Transitions ▼										
CM5 Signaling for attention										
CM6 Waiting to speak										
CM7 Preparing for transitions										
CM8 Observing during transitions										

CM9–CM15 Tally Sheet

Enter numbers in the boxes
under each teacher's name.

5=Strong evidence

3=Some evidence

1=Little or no evidence

											Average for each item
Teacher Language ▼											
CM9 Voice											
CM10 Responding to students' verbal participation											
CM11 Specificity when reinforcing											
CM12 Reminding											
CM13 Drawing on student knowledge											
CM14 Redirecting											
CM15 Amount of reinforcing language											

CM16–CM25 Tally Sheet

Enter numbers in the boxes
under each teacher's name.

5=Strong evidence

3=Some evidence

1=Little or no evidence

												Average for each item
Responding to Misbehavior ▼												
CM16 Voice												
CM17 Relevance												
CM18 Reasonableness												
CM19 Firmness												
CM20 Explaining time-out												
CM21 Sending to time-out												
CM22 Student compliance with time-out												
CM23 Student behavior in time-out												
CM24 Student return from time-out												
Rewards and Prizes ▼												
CM25 Motivating students												