MINI Observation: Behavior Management Core

DATE:_____   SITE NAME: _____

PROVIDER TYPE (Circle, if yes): 50%> Disability?   OBSERVER Full NAME (PRINT):_____

ART 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 1 and as many as 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)
		Ratio of Praise to Harsh Reprimands/Criticism		_____ / _____ 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.
- *Note: Does NOT include contingent delivery of material, consumable, or activity rewards (though those would contribute to a positive rating on Item #7, effective discipline response.*

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

Notes:

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 (**SO READ ITEMS <u>BEFORE RATING</u>**)

A: LEVEL OF PRAISE AND ENGAGEMENT (IS EXCELLENT)

	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)	**ENGAGEMENT** Initiating **and enthusiastically** interacting with children (i.e., 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.
2	COMPLETELY UNTRUE Praise NEVER (0x) Observed	MOSTLY UNTRUE Praise RARELY (1-2x) Observed	SOMEWHAT TRUE Praise OCCASSIONALLY (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 (IS EXCELLENT)

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	MOSTLY UNTRUE Most kids don't have needed materials or lack of preparation significantly disrupts activity or reduces time (loss of ~50%) for active participation/quality activity	SOMEWHAT TRUE Materials not available for everyone, but able to improvise, some impact on activity quality/time	MOSTLY TRUE Materials available & sufficient in number, but short (<5 min.) delays getting them to children. Minimal impact	**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** *Routine was apparent* 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)				

Notes:

		UNACCEPTABLE (1)	POOR (2)	FAIR (3)	GOOD (4)	EXCELLENT (5)
5	**N/A= No Negative Behaviors Occurred**	COMPLETELY UNTRUE Completely unaware of behavior, even serious misbehavior (i.e., hitting); negligent/ Dangerous	MOSTLY UNTRUE Notices **only** extreme misbehavior, misses ALL other misbehavior (i.e., off-task), including behavior (teasing) that can escalate to more serious problems	SOMEWHAT TRUE Notices all serious misbehavior (i.e., hitting), but only about 50% of other misbehavior (i.e. some teasing). Custodial care.	MOSTLY TRUE Notices all serious misbehavior and nearly all other misbehavior (i.e., noncompliance), but does not notice some minor rule violations.	**MONITORING (AWARENESS)** **Staff person** 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). Close Monitoring.
6	**N/A= No Negative Behaviors Occurred**	COMPLETELY UNTRUE Frequent (5-10x or more), intense, negative harsh verbalizations, frequent yelling, vivid anger apparent	MOSTLY UNTRUE Frequent (5-10x or more), but less intense negative, harsh verbalizations, some yelling, anger apparent to others	SOMEWHAT TRUE Occasional harsh negative reprimand (<4x), staff member may appear upset or angry, but makes effort to control display.	MOSTLY TRUE Staff member rarely (<1x) appears upset or angry, can very briefly show anger, but quickly controls (children unaware)	**EMOTIONAL CONTROL** **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. Emotionally neutral response to misbehavior.
7	**N/A= No Negative Behaviors Occurred**	COMPLETELY UNTRUE Always (100%) used ineffective/ inappropriate response (i.e., pleading with child to stop or laughing)	MOSTLY UNTRUE Responded to misbehavior with mostly (~75%) ineffective strategy (i.e., repeated requests to stop or reprimands with no follow-up)	SOMEWHAT TRUE Used a mix (50/50) of ineffective and effective strategies	MOSTLY TRUE Responded to all significant misbehavior, mostly (~75%) with effective responses.	**EFFECTIVE DISCIPLINE (RESPONSE)** **Staff person** 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 serious misbehavior; tracked rule violation on board; delivered consequence from an established token system).
	Section C: Behavior Management Style (add items 5-7)					
	Overall Behavior Management Score (Sections A+B+C)					
	Note: If N/A is marked, it will be considered a "5" for scoring purposes.					

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).