PBIS Classroom Management Strategies Learning Walk Form	
Identifying Information	

Teacher's Name:	
Date:	
Time:	
# of Students: **Minutes Observed:**	
Observer:	

	Relationship Strategies	**Score**
1	**Five positive comments, gestures, and interactions to every one correction, reprimand, or negative interaction.** (EOC/BOC) This has been extensively studied.	
2	**Smile and be nice!** (EOC/BOC) Mirror neurons are activated in the observer. Anger, fear, and other negative emotions have difficulty when confronted with "smiling" neural pathways.	
3	**Positive greetings at the door to pre-correct and establish positive climate occurs.** (EOC/BOC) Builds student-teacher relationships and decreases problem behaviors.	
4	**Competent communication with all students is observed.** (BOC/EOC) Reinforcement must be specific and genuine, and correction must be delivered quietly, privately, and at the student's level. Students with emotional problems over-respond to correction, and under-respond to reinforcement that is not compentently delivered.	
5	**Performance feedback is routine.** (BOC) Increases motivation to remain engaged and complete work skillfully.	
6	**Non-contingent reinforcement.** Reinforcement of the student regardless of the student's behavior.	
	Procedural Strategies	**Score**
7	**Precorrection:** Verbal or non-verbal instruction of expectations.	
8	**Classroom is productively organized.** (BOC) Increases on-task behaviors.	
9	**Providing students with numerous opportunities to respond.** (BOC/EOC) High levels of engagement reduce problem behaviors.	
10	**Classroom behavioral expectations** are visible and known by every student (BOC). Prevents problem behaviors.	
11	**Teaching, modeling, and reinforcing behavioral expectations** (BOC/EOC) Increases student use of prosocial behaviors.	
12	**Transitions are taught and well managed.** (BOC) Prevents problem behaviors.	
13	**Independent seatwork is managed and used when needed.** (BOC) Reduces student protests.	
14	**Teacher uses proximity and mobility.** (BOC) Reduces problem behaviors.	
15	A **motivation system** to reward desirable behavior is in place. (BOC) Increases motivation to engage in desirable behaviors.	
16	**Goal setting and performance feedback is routine.** (BOC) Increases motivation to remain engaged and complete work skillfully.	
17	**Visual schedule** of classroom activities in in place. (BOC/EOC) Decreases anxiety, increases ability to delay gratification,	
18	**Effective cueing system to release and regain attention**. (BOC) Increases instruction time.	

2=Consistently Observed   1=Inconsistently Observed   0=Not Observed   N/O=No Opportunity
BOC = Primarily Behaviorally Oriented   EOC = Primarily Emotionally Oriented
(From Diane Browning Wright)

Comments: