

Behavior Management Observation Form

Technique	Result	Technique	Comments
Displays, teaches, models rules and procedures already in place		Asks another student to explain expectations and directions	
Creates opportunities for student to feel capable, connected, and contributing		Uses clarification, redirection	
Refers to, cites and reteaches rules and procedures already in place		Asks what or how questions (“How might you solve that math problem”)	
Positions self in room to provide visibility, proximity, and mobility		Removes distractions, reinforcement	
Verbalizes positive reinforcement and encouragement		Gives choices	
Identifies, labels, and acknowledges feeling		Whispers in student’s ear	
Uses name in lesson		Gives gentle reprimand	
Uses the “look”		Uses stern voice	
Asks question to student near inappropriate behaving student		Takes student aside	
Moves closer to student		Turns lights off	
Briefly touches student’s shoulder or elbow		Gives consequences	
Uses dues, voice, intonation to foster student self-regulation		Uses school school/district behavior plan	
Uses non-verbal signals		Removes student from room	
Places notes on desk		Moves student to another part of room	
Uses wait time		Uses daily contract, notes, and/or phone call to parents	
Uses the “I” statement		Other	
Uses “broken record”			

1st Observation setting: _____ Date: _____

2nd Observation setting: _____ Date: _____

Creating a Productive Learning Environment for your Students:

Four “categories” for the interns to watch for;

1. Physical arrangement of the room - student seating, teacher desk, supplies, equipment, visual aids, and teacher created centers, etc....
2. Management procedures for students – entering/leaving class, tardies, absences, homework, turning in work, passing out supplies, rules, routines & classroom procedures, etc....
3. Behavior management of students – off-task, distracting, distracted, defiant, noisy, during transitions, etc.....
4. Participation organizers for instruction – groupings-small or large groups, cooperative learning, pairs, individual work, etc....