

This form is intended to provide a snapshot of behavior support structures in the common areas and the items are intended to be broad indicators of common area set up and staff-student interactions. As a result, rating each item will involve some subjectivity and your best estimate. The guide below lists considerations that you may take into account to help you decide on the best rating for each item.

	Common Area Set Up Items	Considerations
<b>Expect</b>	Guidelines for success are posted	Guidelines should be posted on the day of the observation. Prior knowledge does not count for this item
	Guidelines for success are visible	If guidelines are not posted, leave this item blank
	Guidelines for success are appropriate	If guidelines are not posted, leave this item blank Guidelines can/should be developmentally appropriate, language appropriate, and positively stated
	Student expectations are posted	Expectations should be posted on the day of the observation. Prior knowledge does not count for this item
	Student expectations are visible	If expectations are not posted, leave this item blank
	Student expectations are appropriate	If expectations are not posted, leave this item blank Expectations can/should be developmentally appropriate, language appropriate, positively stated, and behaviorally specific
	Staff expectations are posted	Expectations should be posted on the day of the observation. Prior knowledge does not count for this item
	Staff expectations are visible	If expectations are not posted, leave this item blank
<b>Protect</b>	Staff expectations are appropriate	If expectations are not posted, leave this item blank Expectations can/should be developmentally appropriate, language appropriate, positively stated, and behaviorally specific
	Staff are positioned to supervise all areas	Refers to physical location of staff members
	Staff circulate the area	Refers to whether staff are moving around for supervision purposes
	Staff scan the area	Refers to whether staff have "eyes on the kid"
	Transitions are safe	
	Transitions are efficient	
<b>Connect</b>	Procedures allow clear traffic flow	
	Staff use attention signals when appropriate	Do staff use attention signals if 20% of the students are off task or during transition between activities within the areas
	Staff use acknowledgement/rewards when appropriate	Consider whether staff use acknowledgement/reward every time there is an opportunity
<b>Correct</b>	Staff is positive and instructional while giving acknowledgement/rewards	If acknowledgement/rewards are not used, leave this item blank
	Staff use redirection/corrective action when appropriate	Consider whether staff use redirection/corrective action every time there is an opportunity
	Staff is calm and instructional while redirecting student behavior	If redirections/corrective actions are not used, leave this item blank