

Codes		
Antecedents (A)	Behaviors (B)	Consequences (C)
1. <i>Teacher</i> attention 2. <i>Peer</i> attention 3. Independent <i>seatwork</i> (no attention) 4. <i>Transition/interruption</i> 5. <i>Other</i> (specify in additional observations)	1. <i>On-task</i> (attending to teacher, performing assigned task, focusing attention on appropriate person or activity, etc.) 2. <i>Disruptive</i> off-task behavior (verbal and nonverbal) 3. <i>Nondisruptive</i> off-task behavior 4. <i>Other</i> (specify in additional observations)	1. <i>Teacher</i> attention 2. <i>Peer</i> attention 3. <i>Work</i> removed 4. <i>Access to</i> other stimuli (e.g., activity, item) 5. <i>Other</i> (specify in additional observations)

Date: _____		Time started: _____																														
Event	0:10	0:20	0:30	0:40	0:50	1:00	1:10	1:20	1:30	1:40	1:50	2:00	2:10	2:20	2:30	2:40	2:50	3:00	3:10	3:20	3:30	3:40	3:50	4:00	4:10	4:20	4:30	4:40	4:50	5:00		
A																																
B																																
C																																
Additional Comments																																

Date: _____		Time started: _____																														
Event	5:10	5:20	5:30	5:40	5:50	6:00	6:10	6:20	6:30	6:40	6:50	7:00	7:10	7:20	7:30	7:40	7:50	8:00	8:10	8:20	8:30	8:40	8:50	9:00	9:10	9:20	9:30	9:40	9:50	10:00		
A																																
B																																
C																																
Additional Comments																																

FIGURE 4.2. A data sheet for conducting a 10-minute observation using a time-based estimate procedure with 10-second intervals. This data tool has options for noting antecedents (A) and consequences (C) in addition to behaviors (B).

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Observation Date:	Observer:
Behavior:	
Operational Definition:	

Event	Start	Stop	Duration	Details
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Total Duration: _____	Average Duration: _____
<i>Sum the durations for each incident to calculate the total duration.</i>	<i>Divide the total duration for the observation by the number of behavioral events recorded to calculate average duration of each behavior.</i>

FIGURE 4.3. A data sheet for recording duration of a behavior.

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Student Name: _____

Date/Time	Antecedent(s)	Behavior(s)	Consequence(s)
	<input type="checkbox"/> Demand or request	<input type="checkbox"/> Inappropriate verbal behavior	<input type="checkbox"/> Demand or request removed or avoided
	<input type="checkbox"/> Difficult task	<input type="checkbox"/> Physical aggression	<input type="checkbox"/> Difficult task removed or avoided
Duration	<input type="checkbox"/> Transition	<input type="checkbox"/> Property destruction	<input type="checkbox"/> Teacher attention
	<input type="checkbox"/> Peer conflict	<input type="checkbox"/> Elopement	<input type="checkbox"/> Peer attention
	<input type="checkbox"/> Preferred item or activity removed	<input type="checkbox"/> Self-injury	<input type="checkbox"/> Get/obtain tangible item
	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____

Staff Reporting: _____

Comments: _____

FIGURE 4.4. A descriptive analysis card. Such cards allow recording of frequency, duration, locus, topography, and other aspects of a behavior in an efficient tool.

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Instructions: Complete this checklist to assess the extent to which you have maximized structure in your classroom and actively engaged students with your instruction. Mark “yes” for each item you have completed, scheduled, and/or reviewed, as necessary; mark IP (in process) for each item that you are in the process of completing; mark “no” if you have not started this item; and mark “?” if you need further information. For each item marked “no” or “?,” consult with a behavioral expert (e.g., mentor teacher, special support staff, administrator) to request assistance.

	Yes	IP	No	?
MAXIMIZE STRUCTURE				
Establish and Teach Classroom Routines				
1. Have you <i>identified</i> and <i>described</i> typical classroom routines for your students and staff (including yourself)?				
2. Are key routines <i>posted</i> ?				
3. Have you <i>taught</i> and <i>differentiated</i> routines?				
Arrange Your Classroom Environment to Promote Appropriate Behavior				
1. Does your classroom layout <i>minimize crowding and distraction</i> ?				
2. Are you able to <i>adequately supervise</i> all areas?				
3. Have you planned and adjusted for transitions and <i>movement</i> ?				
4. Have you created a <i>seating arrangement</i> that matches your instructional approach?				
5. Have you used effective design to <i>prevent</i> predictable problems?				
ACTIVELY ENGAGE STUDENTS IN INSTRUCTION				
Present High Rates of Opportunities to Respond (OTRs)				
1. Do you present OTRs at a <i>rate</i> of three to five “simple” (short response) or one “complex” (production response) OTR(s) per minute during teacher-directed instruction?				
2. Do you <i>adjust</i> your rate of OTRs based on student academic and behavioral data?				
Present Varied OTRs				
1. Have you used <i>various strategies</i> for student responding (individual, unison, mixed, or peer-to-peer responding) during instruction?				
2. Have you included multiple <i>modes of responding</i> (verbal, gestural, response card, written, etc.) across OTRs during instruction?				
3. Have you incorporated appropriate <i>empirically supported strategies</i> to increase your OTRs (e.g., direct instruction, classwide peer tutoring, computer-assisted instruction, and guided notes)?				

FIGURE 5.1. A checklist of classroom practices related to structure and active engagement.

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		ROUTINES				
EXPECTATIONS		•	•	•	•	•
		•	•	•	•	•
		•	•	•	•	•
		•	•	•	•	•
		•	•	•	•	•
		•	•	•	•	•
		•	•	•	•	•
		•	•	•	•	•
		•	•	•	•	•

FIGURE 6.1. A classroom expectations-within-routines matrix. This matrix may be used to define your expectations for all classroom routines. The expectations, routines, and definitions should be designed to be contextually and culturally relevant for each setting and population.

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Student Name: _____ Date: _____

Activity	Needs to be better	Okay	Good	Great!	Comments
Reader's Workshop		☺	☺☺	☺☺☺	
Math		☺	☺☺	☺☺☺	
Center Time		☺	☺☺	☺☺☺	
Lunch and Recess		☺	☺☺	☺☺☺	
Social Studies		☺	☺☺	☺☺☺	

Student's signature: _____

Teacher's signature: _____

Parent's signature: _____

Parent's comments: _____

FIGURE 9.3. A point sheet for an elementary student in CICO.

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Student Name: _____ Date: _____

Period	Respectful	Responsible	Ready	Positive Comment	Teacher Initial
1	0 1 2	0 1 2	0 1 2		
2	0 1 2	0 1 2	0 1 2		
3	0 1 2	0 1 2	0 1 2		
4	0 1 2	0 1 2	0 1 2		
5	0 1 2	0 1 2	0 1 2		
6	0 1 2	0 1 2	0 1 2		
7	0 1 2	0 1 2	0 1 2		
8	0 1 2	0 1 2	0 1 2		
Total:				<input type="text"/> ←Daily Total	

Previous day's sheet returned? If yes, add two points to total.

Daily behavioral goal: _____ out of 50 Goal met today? _____

Student's signature: _____

CICO representative's signature: _____

Guardian's signature: _____

Guardian's comments: _____

FIGURE 9.4. A point sheet for an older student in CICO.

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Student Name: _____ Date: _____

Period	Respectful		Responsible		Ready		Positive Comment	Teacher Initial
	Teacher	Student	Teacher	Student	Teacher	Student		
1	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
3	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
4	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
5	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
6	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
7	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
8	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
Number of agreements							←Daily Total (out of 24)	

Previous day's sheet returned? If yes, add two points to total.

Daily behavioral goal: _____ out of 26 Goal met today? _____

Student's signature: _____

CICO representative's signature: _____

Guardian's signature: _____

Guardian's comments: _____

FIGURE 9.5. A self-monitoring point sheet.

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Instructions: Completing this checklist will assist you with the “big ideas” of CWPBIS. Mark “yes” for each item you implement fully; mark “partially” if you are almost there; mark “no” if you are not implementing this item, and mark “?” if you need further information. Your goal is to be able to mark “yes” for each item across most (if not all!) of your classroom activities. For each item marked “no” or “?” consult with a behavioral expert (e.g., mentor teacher, special support staff, administrator) to request assistance with that item.

Educator _____ Date: _____
 Observer _____ (if appropriate)
 Instructional Activity _____ Time Start _____
 _____ Time End _____

Classroom Management Practice	Extent of Implementation			
	Yes	Partially	No	?
Maximize Structure				
1. I post the schedule/routine for the day and/or class activity.				
2. I physically arrange the room (seating assignments, furniture arrangement) appropriately for activities.				
Establish, Prompt, and Monitor Positively Stated Expectations				
3. I post a small number of positively stated expectations (three to five).				
4. I actively supervise my classroom (e.g., moving, scanning) during instruction.				
5. I effectively prompt students to follow positively stated expectations and/or demonstrate other appropriate social behaviors (e.g., prompts are provided at appropriate times, delivered in age-appropriate and positively stated language).				
Actively Engage Students in Instruction				
6. I provide most/all students with appropriately high rates of opportunities to respond and participate during instruction.				
7. I effectively and actively engage most students in various observable ways (e.g., writing, verbalizing, gesturing).				
Implement a Continuum of Strategies to Acknowledge Appropriate Behavior				
8. I use specific praise (and possibly additional strategies/systems) effectively (i.e., specific praise is contingent, genuine, and socially appropriate) and at a sufficient rate to acknowledge appropriate student academic and social behavior.				
Implement a Continuum of Strategies to Respond to Inappropriate Behavior				
9. I provide quick, calm, direct, explicit corrections/redirections in response to inappropriate behavior (or ignore the behavior, if appropriate).				
10. I provide more frequent acknowledgment for appropriate behaviors than inappropriate behaviors (+ to - ratio).				

FIGURE 11.1. CWPBIS self-assessment. Based on Simonsen et al. (2008).

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