



SWANTON ELEMENTARY SCHOOL
Positive Behavioral Interventions and Supports
Walk-Through Feedback Form



Staff Member Name _____ Location _____ Date _____

Start Time _____ End Time _____ Observer _____

Instructional Activity _____ Grade Level _____

<p style="text-align: center;"><u>Teaching, Modeling and Practicing</u> School-Wide Expectations</p> <p>Evidence of <u>Teaching</u> Expectations:</p> <p>_____ Expectations for routines within the classroom are posted and anchored to the school-wide expectations.</p> <p>Evidence of <u>Modeling</u> Expectations:</p> <p>Evidence of <u>Practicing</u> Expectations:</p>	<p style="text-align: center;">Acknowledgement System</p> <p>Pom-Poms: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15+</p> <p>Teacher Language:</p> <p>_____ Names Specific Behavior</p> <p>_____ Names Specific School-Wide Expectation</p> <p>_____ Feedback is More Frequent on Positive Behaviors than Negative Behaviors</p> <p>Positive Feedback Tally:</p> <p>Negative Feedback Tally:</p> <p>Evidence:</p>
<p style="text-align: center;"><u>Preventing and Responding Instructionally</u> to Concerning Behaviors</p> <p>_____ Prompting / Pre-Correcting</p> <p>_____ Change Environment / Seating</p> <p>_____ Expectation or Skill is Retought</p> <p>_____ Reminder / Redirection</p> <p>_____ Take-A-Break / "Thinking Spot"</p> <p>_____ Buddy Classroom</p> <p>_____ Re-Entry Conversation</p> <p>_____ Disciplinary Referral: _____ Minor _____ Major</p> <p>_____ Re-Entry Conversation (for Majors)</p>	<p style="text-align: center;">Notes</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>