

## Observer Ratings of Middle School Environment: Common Areas (Field Procedures)

Assessors will complete 1 ratings form directly after each observation. Observations will last 20 minutes, except for in cases where the break or transition time are shorter.

### Header

- Fill out header information: School ID#, Observer initials, Obs#, Date, etc. This data should match information on corresponding observation form.
- Fill in OBS bubble *only* when completing solo observation.

### Section A. Setting

- A1. & A2. Fill out setting and activity; this will also match obs form information.
- A3. A4. & A5. Enter number of adults and students present **most of the time**. If no adults were present during observation, enter “0” for A3 & A5. If 1 or more adults present, figure Student-Staff Ratio (students divided by staff). If needed, round down or up (<.5 = down, ≥ = up).
- Include adult in count if standing outside door and monitoring inside area being observed.
- During the reliability observation, “lead” observer will decide when it is time to count students and staff.

### Section B. Quality of Supervision: Monitoring

- B1. & B2. If there is no adult present during entire observation, rate it as “never”.
- B3. Need 2 or more adults to rate it. Rate as “no basis” if 0 or only 1 adult.
- B4. Rate as “no basis” if no adults. If there are 1 or more adults, rate it if adults are focused on a small group of students only (and not monitoring the entire area).
- B5. If there is no adult present during entire observation, rate it as “never”.
- B6. If there is no adult present during entire observation, rate it as “no basis”. If adult *did not* arrive late, rate is as “never”. If adult arrived late, rate it on scale provided.
- B7. If no adult present during entire observation, rate it on scale provided. If there are snippets of time throughout obs where no adults are present, add up all times for score. Do not count adults who *are not* there for purpose of monitoring, such as “lunch ladies”, cashier or janitor (unless they are actively monitoring kids).

### Section C. Effective Behavior Management

- C1 & C2. If no adult present during entire observation, rate is as “no basis”.
- C2. Rate it if adults are in and out of area, based on how *in control* the students are.
- C3. If no adult present during entire observation, rate it as “never”. If adult is present, but you cannot hear *any* conversation due to noise level, leave it blank and make a note; “can’t hear.” Otherwise, code what you hear.
- C4. If no transitions occur or there is no adult present during transition, rate is as “no basis”. Entry and exit are considered as transition times, so *do not* use “no basis” during those activities. Include a warning bell or announcement over PA as a sign that staff have prepared students for transition.
- C5, C6 & C7. If no adult present during entire observation, rate it as “never”. If adult present at any time, rate it.

### **Section D. Positive Attention**

- D1 & D2. If no adults present during entire observation, rate it as “never”. If adult present at any time, rate it.
- D2. Verbal praise and T+ both included in this rating. If a token is given and no verbal description of why – *do not* include it in ratings. Adult must say why student received the reward to include it in rating.

### **Section E. Student’s Positive Behavior**

- E1. Compliance to school and staff (following rules and expectations).
- E2. If no transitions occur during observation, rate it as “no basis”.
- E4. Student cooperation means cooperation within the school community (can be peer to peer, to adult, to school setting).
- E5. Pertains to a social problem. Students come up with the solution, not an adult. Students could identify/define problem, then figure out potential solution; Ignore behaviors, talk over problems, and/or peer mediate. Example of problems: fighting, taking things, arguing or teasing.
- E7. If you cannot hear any conversation due to noise level or whispering, leave it blank and make a note, “can’t hear.” When you can hear conversations, take into consideration the length of the observation. For example; if hallway obs lasts 3 minutes, students have little time to stop and talk so no praising is somewhat normative; answer “somewhat low.” But in cafeteria obs for 20 minutes, no praising would be “very low.” **Use frequency scale in Section F as a guideline to rate it.**

### **Section F. Student’s Problem Behavior**

- F1. If no adults present during entire observation, rate it as “never occurred”.
- F2. Need to see rule breaking during assigned observation.
- F3. Place to rate serious physical aggression – PA (kicking, hitting, fights etc.).
- F4. Place for rating Potentially Dangerous Behavior – PDB.
- F6. A good place for “keep away” behaviors (taking item away and passing it between peers).
- F5, F7 & F8. If you cannot hear any student conversation due to noise level, leave it blank and note a note “can’t hear.” Otherwise, code what you hear.
- F8. If verbal aggression occurs in Common Area and is not directed *at* someone, this is the place to capture this behavior since no MRV’s are recorded on Common Area obs form (make notes during observation to refer to later).

### **Section G. Quality of School Common Area**

- For observations in gym, game room, or outdoor activity area. Leave blank if not applicable.
- G1 & G4. Rate “playground-type” equipment as well as chairs, picnic table and benches, etc.