

Providing Responsive Interventions for Developmentally-Appropriate Expectations (PRIDE) Program Fidelity Checklist Overview

Teacher _____ Observer _____ Date _____

Scoring System	3 -Strong evidence of implementation	2-Some evidence of implementation	1- Little or no evidence	N- Not Observed
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<i>PRIDE Model PBIS Expectations</i>			
Activity	Indicators	Comments	Score
School-Wide Rules	-Teachers are aware of school-wide rules/expectations -Teachers teach school-wide rules/expectations through videos, modeling -Students follow school-wide rules/expectations in key areas (hallways, bathrooms, playground, cafeteria)		
Classroom Level Rules	-3 to 5 positively stated rules are developed with the children early in year and are visibly posted in classrooms -Classroom level rules align with school-wide rules -Rules are practiced and referred to regularly until they are routinely followed		
Positive Language Use	-Teachers acknowledge students following rules/meeting expectations -Teachers provide positive reinforcement to students -5 to 1 goal of positive comments to negative		
Instruction	-Instruction is engaging or makes an attempt to engage students (hands-on activities, props, engaging read alouds, games, multi-sensory activities) -Differentiated instruction occurs in classroom		
Tracking Behavior	-Method of tracking student behavior is in place (can be whole class or individual) -System in place to rewards students		

	for following rules/meeting expectations -For students with extreme behaviors, a regular check in, check out behavior tracking system may be used		
Transitions or Movement to New Spaces	-Teachers review expectations before transitioning to a new area or activity (ex: teacher reviews expectations for how students will use materials in centers prior to moving to dramatic play centers) -When students have trouble with transitions, expectations are reviewed/taught		
<i>PRIDE Model Responsive Classroom Expectations</i>			
Activity	Indicators	Comments	Score
Morning Meeting	-Students know routines -Interactive		
Morning Message	-Interactive -Student participation		
Greeting	-Students respectful -Understand routines		
Activity	-All students participate -Opportunities for student choice		
Intentional Modeling/Guided Discovery	-Evidenced by student behaviors -Students understand routines -Students use materials responsibly		
Well planned Classroom	-Safe -Organized -Materials and shelves labeled -Ease of traffic flow		
Children have choice	-Centers or activities -Students understand routines for switching		
Systems are in place for students to indicate their choices	-Choice charts -System for choosing so the same students don't always get first choice		
Rule Creation	-Rules created by students -Rule poster signed by all students -Rules posted and reviewed daily		

Logical Consequences for behaviors	-Students understand consequences of their behaviors		
Positive Teacher Language	-Evidenced in interactions with staff, students and parents -5-1 ratio of positive comments or acknowledging positive instances of meeting rules/expectations vs. negative comments or scolding failing to meet rules/expectations		
Positive Student-Student Interactions	-Student to student -Student to teacher		
Regular Family Communication	-Weekly folders -Weekly/biweekly communication between teacher and family via phone, email, or notes		
Students and Teacher work together to solve problems	-Teacher keeps anecdotal records of student behavior -Conferences held regularly for students in need		
<i>PRIDE Model Second Step Expectations</i>			
Activity	Indicators	Comments	Score
Weekly Theme Activities	-Followed in sequence -Necessary materials available and used -Lesson card used -Scripts followed		
Key vocabulary	-Taught during lesson -Reinforced throughout the day		
Brain Builder Games	-Children actively participate in games -Games are used with the appropriate theme -Games become more challenging as children are ready -Older children can verbalize the skills practiced		
Songs	-Songs for each theme are taught and included in the lesson and throughout the day -Students are allowed to participate in movement activities		

Family Connections	<ul style="list-style-type: none"> -Family letters are sent home at appropriate intervals. -Home Links are sent home weekly. -Parents have access to Second Step website. 		
Books	<ul style="list-style-type: none"> -Students interact with the books included in the program. -Students chose to read the books independently. 		
Daily Use of Skills	<ul style="list-style-type: none"> -Adults use the skills taught daily. -Vocabulary taught in the lessons is applied to real life situations. -Students exhibit understanding of skills and concepts taught 		