



Response-to-Intervention Classroom Self-Evaluation to Monitor the Implementation of Universal Behavior & Literacy Supports In Early Childhood Programs

Program: _____ Classroom: _____

Teacher(s): _____ Date: _____

Please rate the implementation level of each of the following universal RTI support strategies based upon the following (Achieved = This strategy is fully in place in the classroom; In Progress = Some features of this strategy are in place, but others are not in place in the classroom, Not Yet = These strategies are not in place; Need Support = These strategies are not in place and support is needed to achieve implementation)

Achieved	In Progress	Not Yet	Need Support	A. PROGRAM-WIDE POSITIVE BEHAVIOR SUPPORTS
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1) I/We have established positive relationships with families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2) I/We have established nurturing and responsive relationships with all children in the classroom.
				3) The following Indicators of high quality supportive environments are in place within the classroom:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Classroom arrangement/design is appropriate in this classroom.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Traffic patterns are clearly defined.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Learning centers are inviting, engaging & well-defined.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) Learning center materials are rotated on a regular basis.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e) A consistent daily schedule is followed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	f) A visual schedule is posted at the children's eye-level and used for instruction.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	g) Verbal notices are provided prior to transitions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	h) Transition signals are used.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4) The program-wide behavior expectations are posted in at least one classroom location at the children's eye-level, using words and visuals (e.g., classroom rules poster).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5) The program-wide expectations are reviewed with children on a daily basis.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6) The program-wide behavior expectations are specifically defined for each routine in a behavior matrix and posted in the appropriate locations at the children's eye-level, using words and visuals.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7) I/We use the program-wide behavioral matrix to identify the specific behaviors within each routine that need to be taught to children.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8) I/We use lesson plans/teaching tools for teaching the specific behaviors within each routine on a regular basis.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9) I/We incorporate effective teaching practices in all social-emotional lessons (e.g., state skill, demonstrate skill/model, provide appropriate examples/non-examples, practice, reinforce).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10) I/We use a program-wide acknowledgement system (e.g., token jar) daily to acknowledge and reinforce newly taught behaviors or social skills.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11) I/We actively participate in all program-wide teaching roll-outs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12) I/We are aware of the program's policy for responding to challenging behaviors.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13) I/We follow the program's policy for responding to challenging behaviors.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14) I/We record incidents of challenging behavior (as defined) on the Behavior Incident Report form daily and provide completed forms to the main office or designated data entry person.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15) I/We review the behavior incident data that is collected regularly (e.g., monthly) and use this for decision-making in the classroom (e.g., to determine and implement program-wide, classroom-wide or individual student interventions as needed).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16) When a child seems to be unresponsive to the universal supports listed above, I/We are aware of and follow the program's policy for accessing further support and interventions (Tier 2 or Tier 3).
<i>Achieved</i>	<i>In Progress</i>	<i>Not Yet</i>	<i>Need Support</i>	B. PROGRAM-WIDE CURRICULUM FOR LITERACY INSTRUCTION
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17) I/We provide a literacy-rich environment, including: an inviting book area with a variety of books, authentic opportunities for writing, and opportunities for extended conversations.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18) I/We are aware of the program's adopted literacy curriculum (e.g., Ladders to Literacy, Creative Curriculum).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19) I/We are trained to use the program's literacy curriculum.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20) I/We incorporate and teach the preschool literacy curriculum in the classroom lessons.
				21) The following indicators of high quality emergent literacy learning opportunities are in place within this classroom:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Daily-read-aloud books, including instruction in concepts of print, listening comprehension, and vocabulary.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Daily sign-in sheets/authentic name-writing, including instruction in letter formation, letter naming, and letter-sound relationships.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Frequent (2-3x wk) phonological awareness activities, including rhyming, alliteration, and syllable segmenting and blending.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) Frequent (2-3x wk) alphabet knowledge activities, including letter naming and letter-sound relationships.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e) New vocabulary is introduced on a regular, systematic basis.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	f) Extended conversations are encouraged between students-students and students-teachers (e.g., 3 turns each).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22) I/We explicitly demonstrate/model emergent literacy concepts (e.g., think-alouds, using vocabulary, concepts of print, and modeled writing).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23) I/We use differentiated instructional methods, providing scaffolded support for generalization of learning (e.g., accessing background knowledge).
<i>Achieved</i>	<i>In Progress</i>	<i>Need Support</i>	<i>Need Support</i>	C. CHILD SCREENING AND ASSESSMENT
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24) I/We are familiar with the child screening tools this program uses to evaluate and monitor children's social-emotional and literacy skills (e.g., BASC-2 BESS, IGDIs).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25) I/We are trained to complete the screening measures above.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26) I/We screen all enrolled children in the classroom within the first 6-8 weeks of school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27) I/We use screening results to help determine additional supports for children (Tier 2 or Tier 3).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28) I/We use a system of authentic assessment (e.g., work samples, observation, and documentation) of emergent literacy skills and documentation of challenging behavior(s).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	29) I/We monitor literacy and social-emotional progress regularly.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30) I/We use assessment and behavior incident data to make decisions regarding social-emotional and literacy curriculum and instruction.
<i>Achieved</i>	<i>In Progress</i>	<i>Not Yet</i>	<i>Need Support</i>	D. PROGRAM ASSESSMENT
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	31) I/We participate fully in the annual program assessment process (e.g., CLASS, ELLCO, PreSET, PEBS survey).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	32) I/We use the information gathered from these assessments to make improvements to the social-emotional, behavioral and literacy supports and instruction provided in this classroom.

Action Planning Worksheet

Item(s) to Address	Action to be Taken	By Whom	By When