

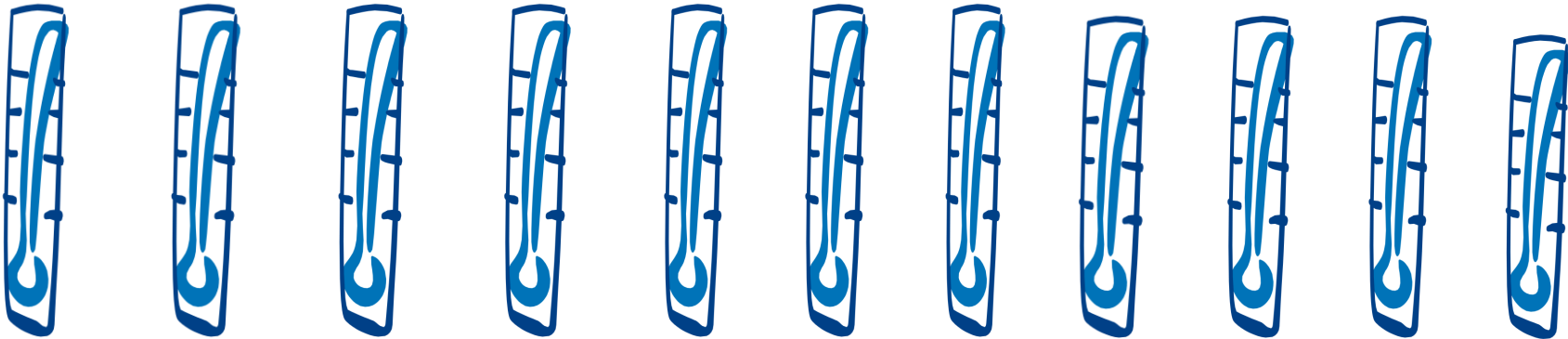
## Individual Thermometer Check

This form can be used to take a quick “temperature” read of the classroom as a whole, or of a selected sub-group of children, as a measure of effectiveness of tier two interventions over time, or a way of looking at when and where challenging behavior is occurring so that curriculum and interventions can be adjusted accordingly. It can also be used as a quick check of an individual child. Shade in the thermometer accordingly -low temp = calm, few problems, higher temp = more difficult behaviors, chaotic

Observer \_\_\_\_\_ Target child \_\_\_\_\_ Date \_\_\_\_\_ Day \_\_\_\_\_

Note any child or staff absences: \_\_\_\_\_

Note any new interventions being introduced, (e.g .started teaching Tucker Turtle) unusual conditions or possible setting events (e.g. changes in routine, new staff or child to group, staff or child leaving group)



Arrival

Transition

Circle Time

Transition

Motor Rm

Sm Group

Choice

Clean up

2nd Circle

Outside

Departure

Notes:



1 ALL children are engaged in activities, following routines, noise and activity levels match the activity (e.g. shouting is OK outside, but not at table time ), no challenging behavior is observed, adults appear relaxed, composed and are communicating well with each other.

2

3 MOST children are engaged in activity, following routines, noise and activity level matches situation for most children though individual children could be struggling. Two or 3 children might be experiencing mild behavior difficulty which adults are supporting them in resolving, adults remain calm and composed.

4

5 Few children are appropriately engaged in activity, noise or activity level is so high as to appear chaotic, multiple children are experiencing challenges, staff are showing signs of stress.