

*Hint:* For Behaviorist, learning is defined as a relative permanent change in observable behavior as a result of experience. Therefore, learners should be provided with instruction that facilitates expected behavioral changes using a stimuli-response-reinforcement mechanism. Consecutively, the environment should be manipulated to enhance the relationship stimuli-desired response.

What to look for	Always 100%	Often 70%	Occasionally 30%	Never 0%	N/A
<b>Is there a positive learning environment?</b> (good lighting, comfortable furniture, all questions are welcome, respect for others' learning space, welcoming classroom community)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Are potential distractor eliminated form the learning environment?</b> (interruptions, noises, electronics)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Is expected behavior demonstrated?</b> (what learners will be able to do at the end of the lesson)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Are learners presented with stimulating materials?</b> (what the teacher use to prompt responses that guide students toward expected behavior)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Is instruction divided in small groups of materials?</b> (how the teacher divides the class materials: small chunks or too much at the same time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Are students responding to stimulating materials?</b> (students are engage and responding to the assignment as is expected)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Are learners given the opportunity to practice the material that they just learned?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Are students mastering the given materials before moving to the next content?</b> (students should master each piece of the class materials before moving on to the next)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Are positive and negative reinforcement being used to strength the stimuli and appropriate responses relationship?</b> (how the teacher uses rewards/removes stimulus to promote students' desirable behavior. <i>Positive: verbal gratification, stickers, toking, high-5's. Negative: homework reduced, eat lunch in the classroom, dress-down pass</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Are positive and negative punishment being used to strength the stimuli and appropriate responses relationship?</b> (what teachers do to decrease undesirable response. <i>Positive: unpleasant/adverse stimuli is given (ex: right-on-the-spot reprimand, apologize in front of the classmates.) Negative: pleasant stimuli is removed (ex: time out, in-house suspension)</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Is undesirable behavior being gradually reduced?</b> (students are changing undesirable behavior by the use of reinforcement and punishment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Are there frequent assessments of the stimuli-response relationship?</b> (this will indicate if the students are responding as it is expected)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>