

Classroom Atmosphere Measure. This 10-item questionnaire developed by Fast Track (Conduct Problems Prevention Research Group: CPPRG) is completed by school observers rating overall classroom atmosphere. Observers rate general classroom factors such as overall disruptive behavior and student responsiveness to rules. Observers also code the teacher's responsiveness to student needs and support for student effort. In our samples this scale shows good internal consistency (Chronbach's alphas ranging from .94 - .95) and adequate inter-rater reliability (ICC = .55 - .70)

CLASSROOM ATMOSPHERE RATINGS

As noted earlier, the last ten questions of the ASKER program pertain to the entire class. The following pages describe behavior correlates associated with the various ratings for each of the ten questions.

A. **Disruptive Behavior and Compliance**

1. **Students' level of compliance during structured time (age appropriate blurting out, out of seat, etc. is NOT disruptive)**

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| 1-Very High | Students are showing high levels of compliance and on task behavior throughout the entire observation period. NO instances of acting out/disruptive behavior such as continued verbal disruptions or any aggressive acts are observed. |
| 2-Moderately High | Students are showing fairly high levels of compliance for the majority of the observation period (at least 80% of the session.) Two or less disruptions, by different individuals, are observed. |
| 3-Average | Students are displaying average levels of compliance during the observation period (between 60% and 80% of the session.) Frequency of disruptive behavior is between three and five (displayed by three or more individuals.) |
| 4-Moderately low | Students display below average levels of compliance, between 40% and 60%. Frequency of disruptive acts is between five and seven. |

- 5-Very low** Students are displaying high levels of loud arguing, loud speaking, horseplay, noise, noncompliance, complaining and these behaviors clearly interfere with the ongoing activity of the group. Students display less than 12 minutes of compliant behavior. Instances of disruptive behavior exceed seven.
- 6-Unable to Code** Unable to code because **less than 10 minutes of the observation was conducted during structured time.**

2. **Students seem to handle transitions well.** This rating is scored only during transition times. As different numbers of transitions may be observed in different session, you should average across the number of transitions observed in a particular session when arriving at a rating.

- 1-Very High** Students are showing high levels of compliance and on task behavior during the transitions between activities during class time transitions (transitions between individualized seatwork, small group, or whole class didactic sessions) or during transitions between classroom activities and those outside the class (usually come and going to recess.) No instances of acting out/disruptive behavior are observed.
- 2-Moderately High** Students are showing fairly high levels of compliance during transition periods (at least 80% of the session.) Two or less disruptions, by different individuals, are observed.
- 3-Average** Students are displaying average levels of compliance during the observation period. Frequency of disruptive behavior is between three and five (displayed by three or more individuals.)
- 4-Moderately Low** Students display below average levels of compliance, between 40% and 60%. Frequency of disruptive acts is between five and seven in each transition.
- 5-Very Low** Students are displaying high levels of loud arguing, loud speaking, horseplay, noise and noncompliance during transition periods. Instances of disruptive behavior exceed seven.
- 6-Unable to Code** Unable to code because **no transitions occurred during the observation period.**

3. **Students consistently follow rules appropriate to settings.** (Only code during classroom time - not on playground. If a child was breaking a rule, e.g. in the wrong activity area but complies when the teacher reminds them, don't count as a rule violation.)

1-Very High	Students appear to be conscious of and follow classroom rules throughout the entire observation period. No instances of rule violations are observed.
2-Moderately High	Students appear to be conscious of the classroom rules throughout most of the observation period (at least 80% of the session.) Less than two rule violations, by different individuals, are observed.
3-Average	Students are displaying typical levels of following rules during 60-80% of the observation period. Frequency of rule violations is between three and five (displayed by three or more individuals.)
4-Moderately Low	Students display below average levels of following rules, between 40-60% of the observation period. Frequency of disruptive acts is between five and seven.
5-Very Low	Students do not appear to follow classroom rules. This is indicated by frequent classroom rule violations (more than seven) that are pointed out by other students or adults. This may be indicated by disruptive behavior. However, the class may get low ratings for this scale without being disruptive or having been disciplined or reminded by others (e.g., they may talk out of turn, be out of their seats or do other actions that violate the rules but are not reprimanded.)
6-Unable to Code	Unable to code because less than 10 minutes of the observation was conducted during structured time.

B. **Cooperation, Communication and Problem-Solving**

4. **Students' level of cooperation.**

1-Very High	Students frequently and actively share materials, games, activities and resources with each other so as to reach common goals or to assist each other. This occurs throughout the
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observation period. Children regularly provide praise and positive feedback to one another.

- 2-Moderately High** Students are showing fairly high levels of cooperation for the majority of the observation period (at least 80% of the session.) Two or less unresolved disruptions, by different individuals, regarding the sharing of materials/equipment are observed.
- 3-Average** Students are displaying typical levels of cooperation during the observation period (between 60% and 80% of the session.) Frequency of unresolved disputes over resources is between three and five (displayed by three or more individuals.)
- 4-Moderately Low** Students display below average levels of cooperation within the setting, between 40% and 60% of the observation period. Frequency of resource related unresolved disputes is between five and seven.
- 5-Very Low** Students show a low level of cooperation with each other and with adults. This is shown in lack of sharing of materials, an atmosphere that focuses on individuality rather than working together. There are frequent unresolved arguments/conflicts regarding materials, play equipment, sharing of resources, etc.
- 6-Unable to Code** Unable to code because **opportunities for cooperative engagements were not observed.**

5. Students attempt problem-solving.

- 1-Very High** When interpersonal conflicts arise, students attempt to solve the problem either by themselves or with the assistance of other students or adults. This is indicated by such features as open discussion of the problem, discussion of feelings, suggestions for solutions, attempts to compromise when appropriate, apologies when appropriate, or even “standoffs” in which actors in the conflict recognize and state their positions. Most conflicts that arise during the observation period are resolved in the above manner.
- 2-Moderately High** Students are showing fairly high levels of conflict resolution for the majority of the observation period. At least 80% of

interpersonal conflicts that arise are resolved in a satisfactory manner.

3-Average

Students are displaying typical levels of conflict resolution during the observation period. Between 60% and 80% of the interpersonal conflicts that arise during the observation period are resolved in a satisfactory manner.

4-Moderately Low

Students display below average levels of conflict resolution within the observation period. Between 40% and 60% are resolved in a satisfactory manner.

5-Very Low

When interpersonal conflicts arise, students show little ability to attempt to solve the problem either by themselves or with the assistance of other students or adults. Instead, either the conflict escalates (children's feelings are hurt and there may be criticism, teasing, or physical assault) or children withdraw from the situation without discussion of the problem. Thus, the problem is not satisfactorily solved. Less than 50% are resolved in a satisfactory manner.

6-Unable to Code

Unable to code because **no interpersonal conflicts were observed.**

6. Students express feelings appropriately

1-Very High

Students appear to spontaneously express both positive (happy, excited, proud, etc.) and negative affect (sadness, irritation, jealousy) appropriately to situations at hand. Such expressions are controlled to the extent that they are not allowed to be harmful to others or seeming to be out of proportion to the situation; the expression appears to be genuine and natural. All statements of affect during the observation session are expressed appropriately.

2-Moderately High

Students are showing fairly high levels of affect expression for the majority of the observation period. At least 80% of affect expressions are stated in an appropriate manner, as described above.

- 3-Average** Students display below average levels of appropriately stating their feelings within the observation setting. Only 40% to 60% of affect expressions are stated in an appropriate manner.
- 4-Very Low** Students appear to express feelings inappropriately. Less than 50% of the expressions are stated in a positive manner. There are two ways this may occur. First, students may strongly control affective expressions both by suppressing negative affect and by controlled (forced) expressions of positive affect. Expressions seem forced, controlled or contrived. A second way of inappropriately expressing feelings is by losing behavior control. For example, when children feel angry, they may either hit, yell, scream, tease, shame or somehow hurt another child instead of verbally or non-verbally expressing their anger in a more appropriate manner.
- 6-Unable to Code** Unable to code because **no expressions of feelings observed.**

C. Classroom, Interest Level, Focus, Responsiveness

7. Students' level of interest/enthusiasm/involvement

- 1-Very High** Students appear to be absorbed and enjoying classroom activities. Students ask questions, make suggestions, and show reluctance to stop or classroom activities. This level of focus occurs for the entire observation period.
- 2-Moderately High** Students are showing fairly high levels of interest/enthusiasm for the majority of the observation period (at least 80% of the session.)
- 3-Average** Students are displaying typical levels of interest/enthusiasm during the observation period (between 60% and 80% of the session.)
- 4-Moderately Low** Students display below average levels of interest/enthusiasm during the observation session, between 40% and 60%. They are frequently bored and restless.
- 5-Very Low** Students seem vacant, restless, bored and lethargic. The atmosphere lacks a sense of focused energy and involvement.

They do not ask any questions or get involved in teacher-led activities.

6-Unable to Code Unable to code because **less than 10 minutes of the observation was conducted during structured time.**

8. Classroom is focused and on-task

1-Very High Students show little off-task behavior and are giving their full attention to legitimate class activities, whether doing small group time, class discussion, circle time, etc.

2-Moderately High Students are showing fairly high levels of on-task behavior for the majority of the observation period (at least 80% of the session.)

3-Average Students are displaying typical levels of on-task behavior during the observation period (between 60% and 80% of the session.)

4-Moderately Low Students display below average levels of on-task behavior within the setting, between 40% and 60% of the observation period.

5-Very Low Students are easily distracted from legitimate classroom activities, daydreaming, getting out of their seats without permission, talking to others when not permitted, etc.

6-Unable to Code Unable to code because **less than 10 minutes of the observation was conducted during structured time.**

9. Classroom responsive to individual differences in students' needs, feelings, etc.

1-Very High There seems to be an awareness and concern for the individual needs, interests, and abilities of different students. For example, a shy child may be given more time to respond to adults or a slow child might be given more time to complete an assignment.

2-Moderately High Students and teachers are showing fairly high levels of concern for individual needs during the majority of the observation period (at least 80% of the session.)

3-Average Students and teachers are showing typical levels of concern and awareness for individuality during the observation period (between 60% and 80% of the session.)

- 4-Moderately Low** Students and teachers are displaying below average levels of concern and awareness for individuality, between 40% and 60% of the observation period.
- 5-Very Low** There seems to be little or no allowance for individual interests, needs and abilities of different students. For example, all students do the exact same work, are expected to perform similarly in the same time limits, or all children get the same punishment for the same infractions.
- 6-Unable to Code** Unable to code because **less than 10 minutes of the observation was conducted during structured time.**

10. Classroom is supportive of students' efforts.

- 1-Very High** The classroom atmosphere is positive, supportive and praising. Students' successes are emphasized rather than weaknesses or failures. Help and encouragement are offered when there are problems and it is done without significant irritation or criticism.
- 2-Moderately High** Students are showing fairly high levels of support for the majority of the observation period (at least 80% of the session.)
- 3-Average** Students are displaying typical levels of support during the observation period (between 60% and 80% of the session.)
- 4-Moderately Low** Students display below average levels of support within the setting, between 40% and 60% of the observation period.
- 5-Very Low** The classroom atmosphere is one that is critical and negative. Children don't receive praise or compliments from each other or adults for good behavior or academic effort.
- 6-Unable to Code** Unable to code because **less than 10 minutes of the observation was conducted during structured time.**

CAR-Poor Classroom Atmosphere

score is average of 10 items; possible range is 1 (very high) to 5 (very low);

hi score=poor

1. CA01 Student compliance during academic time
 2. CA02 Students handle transitions well
 3. CA03 Students follow classroom rules
 4. CA04 Student level of cooperation
 5. CA05 Students attempt problem-solving
 6. CA06 Students express feeling appropriately
 7. CA07 Student interest/enthusiasm/involvement
 8. CA08 Classroom focused & on-task
 9. CA09 Classroom responsive to individual needs
 10. CA10 Classroom supportive of student effort
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Internal Consistency for Summary Scales

Summary Scales	Standardized Alpha Coefficient
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Classroom Atmosphere Ratings

CAR-Poor Classroom Atmosphere	.94
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Based on pretest data for 291 children; actual N for each analysis varies due to missing (unable to code) items

Summary Scales	Intraclass Correlation Coefficient		
	Pre N=84	Post N=31	Pre+Post N=115

Classroom Atmosphere Ratings

CAR-Poor Classroom Atmosphere	.41	.55	.44
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N's are the number of observations with primary & secondary observers; a very small percentage of children were observed more than once.

