

Illinois Service Resource Center Classroom Checklist - Environment

<p>Physical Setting:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organized, neat & uncluttered <input type="checkbox"/> Furniture is adjusted to the proper size for the students <input type="checkbox"/> Students are seated in areas that allow them to see instruction <input type="checkbox"/> Furniture is placed to decrease traffic flow challenges <input type="checkbox"/> Instructional areas of the classroom have clear, visual boundaries <input type="checkbox"/> Unnecessary/distracting items are removed from view & reach <input type="checkbox"/> Materials are organized and easily accessible <input type="checkbox"/> Learning goals/standards are displayed <input type="checkbox"/> Standards-based student work is displayed <input type="checkbox"/> Other visuals support learning <input type="checkbox"/> Classroom rules are posted in a manner easy to see <input type="checkbox"/> Procedures are posted in a manner easy to see <input type="checkbox"/> Students have personal space to place belongings 	<p>Classroom Management:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Safe & orderly environment <input type="checkbox"/> Behavior skills are taught in the settings and situations in which they naturally are needed <input type="checkbox"/> 3-5 Classroom rules <input type="checkbox"/> Rules are positively stated <input type="checkbox"/> Rules are worded in observable and measurable terms <input type="checkbox"/> Rules are broken down into specific steps <input type="checkbox"/> Consequences for rule violation is sequential <input type="checkbox"/> Consequences are preplanned and posted <input type="checkbox"/> Consequences for rule violation are explained and reviewed regularly <input type="checkbox"/> Consequences are delivered in a calm, matter-of-fact manner <input type="checkbox"/> Students are reminded of their choices in a calm, positive manner prior to escalation in behavior <input type="checkbox"/> Consequences are delivered consistently and in a timely manner <input type="checkbox"/> Routines & procedures are evident <input type="checkbox"/> Evidence that students understand behavioral expectations <input type="checkbox"/> Evidence that students share responsibility for effective operations <input type="checkbox"/> Negative behavior addressed through re-directing 	<p>Scheduling/Transitioning:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Daily schedule posted and reviewed regularly <input type="checkbox"/> Transitions are structured and described clearly <input type="checkbox"/> Transitions & non-instructional activities posted and reviewed regularly <input type="checkbox"/> Procedures are in place for posting changes to the schedule <input type="checkbox"/> Daily schedule includes independent activities <input type="checkbox"/> Daily schedule includes one-to-one instruction <input type="checkbox"/> Daily schedule includes small & large group instruction <input type="checkbox"/> Daily schedule includes socialization & free time <input type="checkbox"/> Unstructured/downtime is limited <input type="checkbox"/> Students are given opportunities to demonstrate or learn new choice making skills <input type="checkbox"/> Efficient transitions <input type="checkbox"/> Time is used effectively & efficiently
<p>Classroom Culture:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Respectful, positive student-teacher relationships are evident <input type="checkbox"/> Students demonstrate mutual respect <input type="checkbox"/> Students are comfortable sharing ideas, questions, concerns, or needs <input type="checkbox"/> Evidence of celebrating student success <input type="checkbox"/> Evidence of developing leadership skills <input type="checkbox"/> Friendships promoted between students with and without disabilities 	<p>Reinforcement:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reinforcers are in place to promote positive behavior <input type="checkbox"/> Criteria is in place for earning reinforcers <input type="checkbox"/> Specific behavioral praise provided at a rate of 4 positives to every 1 corrective statement <input type="checkbox"/> Reinforcers are varied and individualized 	<p>Staff:</p> <ul style="list-style-type: none"> <input type="checkbox"/> All staff members are actively involved with students <input type="checkbox"/> Staff circulates throughout the classroom <input type="checkbox"/> Staff manages/monitors many activities simultaneously <input type="checkbox"/> Staff displays energy & enthusiasm <input type="checkbox"/> Staff in the classroom model appropriate social behaviors

Adapted from:

<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Documents/Sp%20Ldrshp%2014%20Handouts/Handout%201-16.pdf>