Classroom Management Checklist
Florida's Positive Behavior Support Project, 2007

Classroom Teacher: _____   Date: _____

Observer: _____

	I. Ecological Factors: Various aspects of the classroom environment are altered to prevent or to address behavior problems				
	A. Physical Setting—The physical classroom setting is organized in a manner that promotes learning and independence.	In place	Somewhat in place	Initiated	Not in place
A1.	Are unnecessary and distracting items removed from view and reach?				
A2.	Are all materials organized and easily accessible?				
A3.	Do students have secure and adequate spaces for personal storage?				
A4.	Has furniture been placed to decrease traffic flow challenges?				
A5.	Do instructional areas of the classroom have clear, visual boundaries for students?				
A6.	Are rules posted and written in words that all can read and/or illustrated with graphics or icons?				
	B. Scheduling—The scheduling of instruction occurs in a manner that optimizes student learning.	In place	Somewhat in place	Initiated	Not in place
B1.	Is the daily schedule of activities posted and reviewed regularly?				
B2.	Are transitions and non-instructional activities posted and regularly reviewed?				
B3.	Does the daily schedule provide each student with regular time periods for independent work, one-to-one instruction, small and large group activities, socialization, and free time?				
B4.	Does each student spend most of his/her time engaged in active learning activities, with little or no unstructured downtime?				
	C. Socialization—Opportunities for social instruction and social environments occurs in a manner that optimizes student learning.	In place	Somewhat in place	Initiated	Not in place
C1.	Is there an emphasis on the development of the individual responsibility and independence of all students?				
C2.	Is there a process for regular (at least weekly) communication between the teacher and family?				
C3.	Are skills taught in the settings and situations in which they are naturally needed?				
C4.	Are friendships between students promoted?				
C5.	Are classroom assistants actively involved with students in a manner that promotes their independence, learning and interaction with peers?				
C6.	Are effective, efficient communication strategies being used or taught?				
C7.	Are students with disabilities given opportunities to interact and socialize with typical peers?				

II. Classroom Behavior System: A behavior system is developed and implemented to prevent or to address behavior problems.

	D. Classroom Behavior Plan—Plan demonstrates preparedness and ability to maintain a coherent system to reduce or eliminate problem behaviors.	In place	Somewhat in place	Initiated	Not in place
D1.	Are there clearly defined, positively stated expectations and rules for the classroom (2-3 classroom expectations)?				
D2.	Are behavior referrals (those handled by the office as well as the ones managed in the classroom) clearly defined and differentiated?				
D3.	Is there a system for teaching and practicing behavior expectations and rules to students?				
D4.	Are data collected from classroom settings analyzed frequently and used to guide ongoing behavior support decisions?				
D5.	Does a reward/recognition system for appropriate behavior exist in your classroom?				
D6.	Are there specific criteria in place for earning reinforcers/rewards and are students aware of the specific criteria?				
D7.	Are students always eligible to earn reinforcers/rewards?				
D8.	Are rewards that have been earned not taken away/threatened to be removed?				
D9.	Are reinforcers age-appropriate and accessible for a diverse group of students?				
D10.	Is specific behavioral praise provided at a rate of 4 positives to every 1 corrective statement?				
D11.	Are data on student performance displayed prominently?				
D12.	Are the consequences for rule violation preplanned?				
D13.	Are consequences delivered consistently, respectfully, and in a timely manner?				
D14.	Are students reminded of their choices in a calm, positive manner prior to escalation in behavior?				
D15.	Is there a formal system for communicating and involving parents that don't rely entirely on students as the messengers?				
D16.	Are there positive strategies in place to strengthen home/school partnership?				
D17.	Are there additional strategies for students who do not respond to classwide expectations?				

III. Curriculum and Instruction—Materials and instructional presentation are altered or adapted to prevent or to address behavior problems.

	E. Instructional Planning and Delivery—Teaching activities are planned and implemented in ways that optimize student learning.	In place	Somewhat in place	Initiated	Not in place
E1.	Are lesson objectives and materials used appropriate for students' functioning levels?				
E2.	Are assignments relevant and meaningful to students?				
E3.	Are a variety of teaching methods and materials used?				
E4.	Are appropriate lengths of time provided for the tasks assigned?				

E5.	Are oral directions paired with pictures, icons, or written words that students can read?				
E6.	Is the pace of the instruction appropriate for the needs of all students?				
E7.	Are student checks for understanding conducted frequently both after directions are delivered and while task is being completed?				
E8.	Are students provided opportunities to make choices within and/or across tasks?				
E9.	Is specific academic praise provided during guided and independent practice?				
E10.	Is corrective feedback provided promptly and positively during guided practice?				
E11.	Are adaptations made to meet individual student needs?				

Summary of Positive Behavior Support in Classroom Settings

	Total marked **In Place**	Total Marked **Somewhat in Place**	Total Marked **Initiated**	Total Marked **Not In Place**
I. Environmental Factors	_____ of 17 = _____ %	_____ of 17 = _____ %	_____ of 17 = _____ %	_____ of 17 = _____ %
II. Classroom Behavior Systems	_____ of 17 = _____ %	_____ of 17 = _____ %	_____ of 17 = _____ %	_____ of 17 = _____ %
III. Curriculum and Instruction	_____ of 11 = _____ %	_____ of 11 = _____ %	_____ of 11 = _____ %	_____ of 11 = _____ %

Action Planning

1. List the major strengths of your system for classroom environments. (Refer to your results above rated "In Place")	
2. List the major areas in need of improving Positive Behavior Support for the classroom environment. (Refer to your results above rated "Not In Place" or "Somewhat In Place")	
3. Identify some next steps for making specific changes to areas of concern.	