

# Classroom Structure & Management Checklist to Support Students with Intensive Behaviors

(© 2015 Walker & Hoyt)

**Date:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Teacher/Staff:** \_\_\_\_\_  
**Self-Assessment:** yes no **Observation by:** \_\_\_\_\_

**Directions:** Place a checkmark next to all items that are clearly observed. Include comments, questions, and suggestions as needed.

## Atmosphere and Appearance

---

### Is the classroom?

- |                                    |  |
|------------------------------------|--|
| <input type="checkbox"/> Neat      | <input type="checkbox"/> Clean                 |
| <input type="checkbox"/> Organized | <input type="checkbox"/> Pleasant and inviting |

### Are there prominent, accurate, current visual displays of:

---

- |   |   |
|---|---|
| <input type="checkbox"/> Individual personal goals    | <input type="checkbox"/> Premack schedule                                     |
| <input type="checkbox"/> Classroom rules/expectations | <input type="checkbox"/> Positively based point/level system                  |
| <input type="checkbox"/> Student/group achievements   | <input type="checkbox"/> Values/Principles and staff/student responsibilities |

## Division/organization of classroom space

---

### Are there areas defined for:

- |   |  |
|---|--|
| <input type="checkbox"/> Individual student work      | <input type="checkbox"/> Small group work, meetings etc. |
| <input type="checkbox"/> Multiple groups to work      | <input type="checkbox"/> Staff/teaching materials        |
| <input type="checkbox"/> Choice/break time activities | <input type="checkbox"/> Quiet corner/calming area       |

## Room arrangement:

---

- |   |   |
|---|---|
| <input type="checkbox"/> Allows staff to monitor entire room from any point | <input type="checkbox"/> Addresses presenting problems/individual needs |
| <input type="checkbox"/> Prevents distractions and potential disruptions    |   |

## Effective Time management

---

### Classroom schedule:

- |  |  |
|--|--|
| <input type="checkbox"/> Based on Premack Principle                        | <input type="checkbox"/> Length of intervals appropriate |
| <input type="checkbox"/> Readable and clearly posted                       | <input type="checkbox"/> Followed consistently           |
| <input type="checkbox"/> Used as a contingency management tool effectively | <input type="checkbox"/> Varies activities appropriately |

## Breaks/Choice time

---

- |  |   |
|--|---|
| <input type="checkbox"/> Contingency based     | <input type="checkbox"/> Appropriate length of time         |
| <input type="checkbox"/> Appropriate frequency | <input type="checkbox"/> Staff involved, active supervision |

## Transitions

---

- |   |  |
|---|--|
| <input type="checkbox"/> Warning announcement made                            | <input type="checkbox"/> Point of order used   |
| <input type="checkbox"/> Initiated on schedule                                | <input type="checkbox"/> Rules, schedule reviewed as needed                                    |
| <input type="checkbox"/> Compliance is reinforced, other students cued        | <input type="checkbox"/> Accomplished quickly (within 2-3 minutes)                             |
| <input type="checkbox"/> Clear instructions given (to close current activity) | <input type="checkbox"/> Task instructions given, modeled if necessary (to start new activity) |

## Expectations

---

- |   |   |
|---|---|
| <input type="checkbox"/> Stated positively                  | <input type="checkbox"/> No more than 3-5 elementary; 5-7 secondary |
| <input type="checkbox"/> Behavior specific (objective)      | <input type="checkbox"/> Clearly linked to principles/values        |
| <input type="checkbox"/> Referred to consistently as needed | <input type="checkbox"/> Enforced consistently & fairly             |
-

---

**Routines are in place/posted and used to structure:**

- |  |   |
|--|---|
| <input type="checkbox"/> Morning arrival                                 | <input type="checkbox"/> Transitions  |
| <input type="checkbox"/> Leaving/entering classroom                      | <input type="checkbox"/> Dismissal  |
| <input type="checkbox"/> Group meetings/activities                       | <input type="checkbox"/> Establishing order when needed   |
| <input type="checkbox"/> Approximate normal expectations/age appropriate | <input type="checkbox"/> Phased in an out as appropriate to fade artificial structure when necessary or appropriate |

---

**Positive Group Dynamic**

- |   |  |
|---|--|
| <input type="checkbox"/> Group shares an identity, a positive group concept   | <input type="checkbox"/> Group meetings occur regularly          |
| <input type="checkbox"/> Group celebrates successes and achievements regularly  | <input type="checkbox"/> Group goals and activities are in place |
| <input type="checkbox"/> Academic instruction includes meaningful group instructional activities (e.g. project based, cooperative learning, etc., as appropriate) |  |

---

**Student Feedback/Data system (includes a Level System if applicable/appropriate)**

- |  |  |
|--|--|
| <input type="checkbox"/> Completed regularly at appropriate intervals during day                                   | <input type="checkbox"/> Frequent feedback based on classroom expectations and individual goals                  |
| <input type="checkbox"/> References made to individual goals and/or level system to len significance & motivation  | <input type="checkbox"/> Compatible with other school or classroom systems and transition settings (e.g. SWPBIS) |
| <input type="checkbox"/> Additional privileges and bonus options appropriate and sufficient to maintain motivation | <input type="checkbox"/> Summarized and shared regularly with the student  |
| <input type="checkbox"/> Written summary shared regularly with parents/caregivers                                  | <input type="checkbox"/> Restrictions, disciplinary actions used fairly & consistently, recorded accurately      |
| <input type="checkbox"/> Individual contracts monitored and feedback provided in a timely fashion to the student   | <input type="checkbox"/> Feedback provided on inclusion experiences is included                                  |
| <input type="checkbox"/> Written comments are professional and succinct  | <input type="checkbox"/> Developmentally appropriate systems are in place  |
|  | <input type="checkbox"/> Linked to FBA/PBIS planning and IEP   |

---

**Behavior Management Strategies**

- |  |  |
|--|--|
| <input type="checkbox"/> Point of order used to begin all activities   | <input type="checkbox"/> Re-establishes order as needed  |
| <input type="checkbox"/> Delivers positive reinforcement effectively   | <input type="checkbox"/> Uses varied forms of age appropriate reinforcement (mostly social, some material as needed) |
| <input type="checkbox"/> Uses effective praise/encouragement, linked to specific behaviors &/or effort (growth mindset)              | <input type="checkbox"/> Maintains at least a 4:1 ratio of positive to corrective interactions                       |
| <input type="checkbox"/> Shapes behavior by reinforcing successive approximations of desired behaviors                               | <input type="checkbox"/> Sets limits early, clearly, and effectively   |
| <input type="checkbox"/> Attends to students demonstrating expected behaviors  | <input type="checkbox"/> Cruises the area and uses proximity effectively   |
| <input type="checkbox"/> Uses prompts and cues effectively (not nagging)   | <input type="checkbox"/> Uses natural and logical consequences effectively, safely                                   |
| <input type="checkbox"/> Teaches new behaviors, provides guided practice, and consistent reinforcement of all behaviors/expectations | <input type="checkbox"/> Avoids the use of aversive interventions and time out unless absolutely necessary           |
| <input type="checkbox"/> Uses humor appropriately and effectively (note: does not refer sarcasm, which is not effective)             | <input type="checkbox"/> Avoids reinforcement of undesired behaviors   |
| <input type="checkbox"/> Uses group contingencies effectively  | <input type="checkbox"/> Staff implement established strategies consistently   |

**Additional Comments/Suggestions:**

Single classroom use allowed for training participants only. For permission to use this checklist in any other way you must contact: Bridget Walker Ph.D. at [bridgetwalkerphd@gmail.com](mailto:bridgetwalkerphd@gmail.com) or Lisa Hoyt, Ph.D. at [lisahoytphd@comcast.net](mailto:lisahoytphd@comcast.net)  
Based on a form originally developed by the Positive Education Program