Classroom Structure & Management Checklist
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<th>Teacher/Staff:</th>
<th>Observation by:</th>
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**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?**

- ☐ Neat
- ☐ Organized
- ☐ Clean
- ☐ Pleasant and inviting

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

- ☐ Individual personal goals
- ☐ Premack schedule
- ☐ Classroom rules/expectations
- ☐ Positively based point/level system
- ☐ Student/group achievements
- ☐ Values/Principles and staff/student responsibilities

**Division/organization of classroom space**

**Are there areas defined for:**

- ☐ Small group work, meetings etc.
- ☐ Staff/teaching materials
- ☐ Multiple groups to work
- ☐ Quiet corner/calming area
- ☐ Choice/break time activities

**Room arrangement:**

- ☐ Allows staff to monitor entire room from any point
- ☐ Prevents distractions and potential disruptions
- ☐ Addresses presenting problems/individual needs

### Effective Time management

**Classroom schedule:**

- ☐ Based on Premack Principle
- ☐ Readable and clearly posted
- ☐ Used as a contingency management tool effectively
- ☐ Length of intervals appropriate
- ☐ Followed consistently
- ☐ Varies activities appropriately

**Breaks/Choice time**

- ☐ Contingency based
- ☐ Appropriate frequency
- ☐ Appropriate length of time
- ☐ Staff involved, active supervision

### Transitions

- ☐ Warning announcement made
- ☐ Initiated on schedule
- ☐ Compliance is reinforced, other students cued
- ☐ Accomplished quickly (within 2-3 minutes)
- ☐ Clear instructions given (to close current activity)
- ☐ Task instructions given, modeled if necessary (to start new activity)

### Expectations

- ☐ Stated positively
- ☐ Behavior specific (objective)
- ☐ Referred to consistently as needed
- ☐ Linked to schoolwide expectations (if established)
- ☐ No more than 3-5 elementary; 5-7 secondary
- ☐ Clearly linked to principles/values
- ☐ Enforced consistently & fairly
- ☐ Staff roles clearly defined
### Routines

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

- Morning arrival
- Leaving/entering classroom
- Group meetings/activities
- Approximate normal expectations/age appropriate
- Transitions
- Dismissal
- Establishing order when needed
- Phased in an out as appropriate to fade artificial structure when necessary

### Positive Group Dynamic

- Group shares an identity, a positive group concept
- Group celebrates successes and achievements regularly
- Academic instruction includes meaningful group instructional activities (e.g. project based, cooperative learning etc. when appropriate)
- Group meetings occur regularly
- Group goals and activities are in place

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

- Completed regularly at appropriate intervals during day
- References made to individual goals and/or level system to lend significance & motivation
- Additional privileges and bonus options appropriate and sufficient to maintain motivation
- Written summary shared regularly with parents/caregivers
- Individual contracts monitored and feedback provided in a timely fashion to the student
- Written comments are professional and succinct
- Frequent feedback based on classroom expectations and individual
- Compatible with other school or classroom systems and transition 
- Summarized and shared regularly with the student
- Restrictions, disciplinary actions used fairly & consistently, record
- Feedback provided on inclusion experiences is included
- Developmentally appropriate systems are in place
- Linked to FBA/PBS planning and IEP

### Behavior Management Strategies

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

### Additional Comments/Suggestions:

For support in implementing these strategies and/or permission to use this checklist in your program contact:
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