Best Practice

Classroom Management Checklist
Observer: ________________________________

Date: ________________________________

School: ________________________________

Classroom/ Teacher: ____________________

Comments: ____________________________

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**A. Physical Setting** — The physical classroom setting is organized in a manner that promotes learning and independence, as evidence by:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Unclear</th>
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<tbody>
<tr>
<td>A1. Are the walls, floors, and furniture clean and in good repair?</td>
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<td>A2. Is the furniture adjusted to the proper size for the students?</td>
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<td>A3. Are rules, routines, and procedures posted in a manner that is easy to see?</td>
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<td>A4. Are rules, routines, and procedures posted in a manner that all could read or understand (visuals)?</td>
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<td>A5. Are unnecessary and distracting items removed from view and reach?</td>
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<td>A6. Are all materials organized and easily accessible?</td>
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<td>A7. Do students have secure and adequate spaces for personal storage?</td>
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<td>A8. Has furniture been placed to decrease traffic flow challenges?</td>
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<tr>
<td>A9. Do instructional areas of the classroom have clear, visual boundaries for students?</td>
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</table>
**B. Scheduling** – The scheduling of instruction occurs in a manner that optimizes student learning, as evidenced by:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Unclear</th>
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<tbody>
<tr>
<td><strong>B1.</strong></td>
<td>Is the daily schedule of activities posted and reviewed regularly?</td>
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<td><strong>B2.</strong></td>
<td>Are transitions and non-instructional activities posted and regularly reviewed?</td>
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<td><strong>B3.</strong></td>
<td>Is there a method for posting changes to the schedule?</td>
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<tr>
<td><strong>B4.</strong></td>
<td>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?</td>
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<td><strong>B5.</strong></td>
<td>Does each student spend most of his/her time engaged in active learning activities, with little or no unstructured downtime?</td>
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<tr>
<td><strong>B6.</strong></td>
<td>Are students given opportunities to demonstrate or learn new choice making skills?</td>
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</tbody>
</table>
C. INSTRUCTIONAL PLANNING AND DELIVERY – Teaching activities are planned and implemented in ways that optimize student learning, as evidenced by:

<table>
<thead>
<tr>
<th>C1.</th>
<th>Are lesson objectives developed based on students’ functioning levels?</th>
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</thead>
<tbody>
<tr>
<td>C2.</td>
<td>Are assignments relevant and meaningful to students?</td>
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<tr>
<td>C3</td>
<td>Are materials that students will be expected to use independently selected based on the students’ academic achievement levels (reading and math)?</td>
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<tr>
<td>C4.</td>
<td>Are timelines adequate for the tasks planned?</td>
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<tr>
<td>C5.</td>
<td>Are task directions clear and brief?</td>
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<tr>
<td>C6.</td>
<td>Are oral directions paired with pictures, icons, or written words that students can read?</td>
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<td>C7.</td>
<td>Is the pace of the instruction appropriate for the needs of all students?</td>
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<td>C8.</td>
<td>Are non-punitive provisions made for students who need more time?</td>
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<td>C9.</td>
<td>Are student checks for understanding conducted frequently?</td>
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<tr>
<td></td>
<td>Question</td>
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<tr>
<td>C10.</td>
<td>Is specific academic praise provided during guided practice?</td>
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<tr>
<td>C11.</td>
<td>Is corrective feedback provided promptly and positively during guided practice?</td>
</tr>
<tr>
<td>C12.</td>
<td>Is specific academic praise provided during independent practice?</td>
</tr>
<tr>
<td>C13.</td>
<td>Is the goal of social acceptance by peers emphasized?</td>
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<tr>
<td>C14.</td>
<td>Is there an emphasis on the development of the autonomy, individual responsibility and interdependence of all students?</td>
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<tr>
<td>C15.</td>
<td>Are there mechanics for regular (at least weekly) communication between the teacher and family?</td>
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<tr>
<td>C16.</td>
<td>Are skills taught in the settings and situations in which they are naturally needed?</td>
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<td>C17.</td>
<td>Are friendships between students with and without disabilities promoted?</td>
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<tr>
<td>C18.</td>
<td>Are classroom assistants actively involved with students in a manner that promotes their independence, learning and interaction with peers?</td>
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</table>
### D. Classroom Discipline Plan

Plan demonstrates responsiveness to problem behaviors, as evidenced by:

<table>
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<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Unclear</th>
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<tbody>
<tr>
<td>D1. Are classroom rules positively stated?</td>
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<td>D2. Is the number of rules limited to no more than 5?</td>
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<td>D3. Are the rules worded in observable and measurable terms?</td>
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<td>D4. Are the rules posted on a chart that is large enough for all to see?</td>
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<tr>
<td>D5. Are the rules written in words that all can read and/or illustrated with graphics or icons?</td>
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<td>D6. What are the criteria used for earning reinforcers?</td>
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<td>D7. Is specific behavioral praise provided at a rate of 4 positives to every 1 corrective statement?</td>
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<tr>
<td>D8. Are reinforcers (verbal, nonverbal, items, activities) available to all that earn them?</td>
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<td>D9. Are reinforcers varied and individualized?</td>
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<td>D10. Is data on student performance displayed prominently?</td>
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<td>D11. Are reinforcement opportunities posted?</td>
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<tr>
<td>D12.</td>
<td>Are the consequences for rule violation sequential?</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>D13.</td>
<td>Are the consequences preplanned and posted?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>D14.</td>
<td>Are the consequences for rule violation explained and reviewed regularly?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>D15.</td>
<td>Are the consequences delivered in a calm, matter-of-fact manner?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>D16.</td>
<td>Are the students reminded of their choices in a calm, positive manner prior to escalation in behavior?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>D17.</td>
<td>Are consequences delivered consistently and in a timely manner?</td>
<td>Yes</td>
<td>No</td>
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