

Classroom Structure & Management Checklist For Programs that Support Students with Intensive Behavioral and SEL Needs

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Purpose of the Classroom Structure Checklist: This checklist is designed to guide staff working in programs supporting students with intensive behavioral challenges in developing and sustaining clear and consistent program systems and structure to support student growth and development. More specifically, it was designed to serve as a progress monitoring document as part of a PEER-EBD action plan to help program staff focus primarily on Domain 2 (Classroom Systems and Structure) and Domain 3 (Classroom Climate and Group Process) in *The Participatory Evaluation and Expert Review for Classrooms Serving Students with Emotional/Behavioral Disabilities*© (PEER-EBD) first developed in 2007 by Bridget Walker and Doug Cheney. Teams should use the tool regularly to track program functioning and to guide ongoing decision-making related to program practices, systems and structures. It can also be used as a walk-through document to help programs sustain key practices over time. For more information on this tool or the PEER-EBD, contact Bridget Walker at bridgetwalkerphd@gmail.com

Directions: Use the scale below to rate the implementation of practices listed in the Classroom Structure Checklist. Identify areas for improvement where practices are rated lower (1-3 range). Identify areas to sustain practice where practices are rated more strongly (4-5 range). Where the scale references data, it is indicating student performance data as well written program documentation, and all posted procedures and practices related to classroom structure and climate. Higher ratings indicate that all staff in the program implement the practice consistently and with a high degree of fidelity. To obtain a percentage number for each practice (the items in bold) total the ratings for all the indicators in the practice and divide by the total number of indicators within the practice.

Classroom Structure Checklist Rating Scale:

5 = This practice is **fully in place**. Staff implementation of practice or indicator is consistently observable across settings, time of day, staff and students. Program documentation has been developed that aligns with observed practice and provides evidence that each indicator is implemented across program staff and settings with a high degree of consistency and fidelity of implementation. Comprehensive data on program effectiveness at the student and program level is collected and evidence shows it is used to inform decision-making and program practice. The practice requires only maintenance of effort at this time.

4 = This practice is **mostly in place**. Staff implementation of the practice or indicator across setting and observation is frequently observed. Program documentation has been developed that aligns with the observed practice and provides evidence that most indicators are functioning well and are implemented across program staff with some consistency and fidelity of implementation. Ample data on program effectiveness at the student and program level is available but its connection to practice and program could be further developed. One or two indicators are not fully in place, or there may be some issues with the consistency of practice implementation across settings, time of day or staff, that suggest it requires additional attention to be fully in place.

3 = This practice is **moderately in place**. Staff implementation of practice or indicator is observable at times across the observation. Some program documentation has been developed but may not align with observed practice. Some data on program effectiveness at the student and program level is available but is not used consistently to inform student or program decision-making. Some of the indicators need to be further developed and/or there are some issues observed with the consistency of practice implementation across settings, students, time of day and/or staff.

2 = This practice is only **partially in place**. Observed staff implementation of practice or indicator is intermittent across setting, students, activity or time of day. Little program documentation has been developed and data on program effectiveness at the student or program level is available but not regularly connected to practice. Most of the indicators need to be further developed and/or there are several issues observed with the consistency of practice implementation across settings, time of day, student and/or staff.

1 = This practice is **not yet in place**. Staff implementation of practice or indicator is infrequent or not observed across setting, activity, student or staff member. Little or no current data on program effectiveness is available and no program documentation has been developed. Most or all of the indicators need to be further developed and/or there are clear issues observed with the consistency of practice implementation across settings, time of day, student and/or staff.

Classroom Structure & Management Checklist to Support Students with Intensive Behaviors

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Date:
Self-Assessment: yes no

School:

Teacher/Staff Name(s):
Observation/Walkthrough by:

Directions: Using the scale on the previous page, place a rating next to the items that are clearly observable during the visit. Include comments, questions, and suggestions as needed to support program growth and development.

Classroom atmosphere and appearance

Is the classroom?

Neat
 Organized

Clean
 Pleasant and inviting

Clear, prominent, accurate, current visual displays

Individual personal goals
 Classroom expectations
 Student/group achievements

Effective Schedule (Premack)
 Positively based point/feedback system
 Values/Principles and staff/student responsibilities

Division/organization of classroom space

Clear areas defined for:
 Individual student work
 Multiple groups to work
 Choice/break time activities (not just technology)
 Prevents distractions and potential disruptions

Small group work, meetings etc.
 Staff/teaching materials
 Quiet corner/calming area available for students
 Allows staff to monitor entire room from any point
 Group meetings to occur

Classroom schedule

Based on Premack Principle
 Readable and clearly posted
 Used as a contingency management tool effectively
 Includes scheduled & structured opportunities for movement/brain breaks

Length of intervals developmentally appropriate
 Followed consistently by all staff
 Varies instructional approaches and learning activities appropriately across day/class period.

Breaks/Earned choice time

Opportunities earned based on completed expectations
 Appropriate frequency

Appropriate length of time (10-15 minutes)
 Staff involved, provide active supervision and interact positively with students

Transitions

Consistent transition announcement made
 Initiated on schedule
 Follow through is reinforced, other students cued
 Clear instructions given (to close current activity)

Point of order used effectively
 Expectations, procedures or schedule reviewed as needed
 Accomplished quickly (within 2-3 minutes)
 Task instructions given, modeled if necessary (to start new activity)

Expectations (Staff and Student)

Stated positively and clearly posted
 Behavior specific (objective)
 Referred to consistently throughout day

No more than 3-5 elementary; 5-7 secondary
 Clearly linked to program mission and focus
 Supported and enforced consistently by all staff

Routines and procedures 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 and out as appropriate to fade artificial structure when appropriate |
| <input type="checkbox"/> Instructional activities | |

Positive group dynamic and classroom climate

- | | |
|---|--|
| <input type="checkbox"/> Group shares an identity, a positive group concept | <input type="checkbox"/> Well structured group/community 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 and SEL instruction is effective and includes meaningful group instructional activities (e.g. project based, cooperative learning, service learning, explicit instruction etc., as appropriate) | <input type="checkbox"/> Students provide appropriate feedback to one another |
| | <input type="checkbox"/> Group contingencies used effectively to develop positive group interactions and interdependence |

Student feedback/data system

- | | |
|--|--|
| <input type="checkbox"/> Completed regularly with student at appropriate intervals during the school day | <input type="checkbox"/> Frequent feedback based on classroom expectations, academic engagement and individual goals provided throughout the day |
| <input type="checkbox"/> References made to individual goals and/or reinforcement system to lend significance & motivation | <input type="checkbox"/> Compatible with other school or classroom systems and transition settings (e.g. SWPBIS/MTSS) |
| <input type="checkbox"/> Additional privileges and bonus options appropriately used to sustain and maintain student motivation | <input type="checkbox"/> Directly linked to FBA/PBIS planning, IEP and transition plan (as appropriate) |
| <input type="checkbox"/> Written summary shared regularly with parents/caregivers | <input type="checkbox"/> Students are taught strategies for receiving feedback and using it to set obtainable academic, vocational, personal goals |
| <input type="checkbox"/> Written comments are professional and succinct | <input type="checkbox"/> Feedback provided on inclusion/transition experiences is included |
| <input type="checkbox"/> Individual behavior contracts monitored and feedback provided in a timely fashion to the student | <input type="checkbox"/> Developmentally appropriate systems are in place |
| <input type="checkbox"/> Restrictions, disciplinary actions used fairly & consistently, recorded accurately | <input type="checkbox"/> Opportunities for meaningful student to student feedback used appropriately |

Effective behavior management strategies

- | | |
|---|--|
| <input type="checkbox"/> Clear point of order used to begin & end all activities | <input type="checkbox"/> Re-establishes order early whenever needed |
| <input type="checkbox"/> Delivers positive acknowledgement effectively & frequently | <input type="checkbox"/> Uses varied forms of age appropriate acknowledgement (mostly social, some material as needed) |
| <input type="checkbox"/> Attends to students demonstrating expected behaviors | <input type="checkbox"/> Maintains a 5:1 ratio of positive to corrective interactions |
| <input type="checkbox"/> Uses effective acknowledgement/encouragement, linked to specific behaviors &/or effort (e.g. growth mindset) | <input type="checkbox"/> Sets limits early, clearly, and effectively |
| <input type="checkbox"/> Shapes behavior by reinforcing successive approximations of desired behaviors | <input type="checkbox"/> Cruises the area and uses proximity effectively |
| <input type="checkbox"/> Uses prompts and cues effectively (avoids nagging) | <input type="checkbox"/> Uses natural and logical consequences effectively, safely |
| <input type="checkbox"/> Uses group contingencies effectively to shape group behavior | <input type="checkbox"/> Avoids the use of aversive interventions and time out unless absolutely necessary |
| <input type="checkbox"/> Teaches new behaviors, provides guided practice, and consistent reinforcement of all behaviors/expectations | <input type="checkbox"/> Avoids reinforcement of undesired behaviors |
| <input type="checkbox"/> Uses humor appropriately and effectively (note: does not refer to sarcasm) | <input type="checkbox"/> Staff implement established BIP strategies consistently and with fidelity |
| <input type="checkbox"/> Opportunities for restitution, relationship repair and/or restorative experiences are available and used to reconnect with a student(s) after a conflict or discipline event | |