



## Environmental Inventory

Rate each feature using the following scale:

**1 = Inconsistent or unpredictable . . . . . 5 = consistent and predictable**

<b>Physical Space:</b> Physical space is organized to allow access to instructional materials.	
• Work centers are easily identified and correspond with instruction.	1 2 3 4 5
• Traffic flow minimizes physical contact between peers and maximizes teacher's mobility.	1 2 3 4 5
<b>Attention:</b> The teacher gains the attention of the students prior to instruction.	
• A consistent and clear attention signal is used across instructional contexts.	1 2 3 4 5
• The teacher uses a variety of techniques to gain, maintain, and regain student Attention.	1 2 3 4 5
<b>Time:</b> The teacher initiates instructional cues and materials to gain, maintain and regain student attention.	
• Materials are prepared and ready to go.	1 2 3 4 5
• Pre-corrects are given prior to transitions.	1 2 3 4 5
• Common intrusions are anticipated and handled with a consistent procedure. Unexpected intrusions are minimized with an emphasis on returning to instruction.	1 2 3 4 5
• Students are engaged at high rate during individual work.	1 2 3 4 5
• Down time (including transitions) is minimal.	1 2 3 4 5
<b>Behavior Management:</b> The teacher has a universal system of positive behavioral supports in place.	
• Rules are posted.	1 2 3 4 5
• Rules are referred to at appropriate times.	1 2 3 4 5
• Students receive verbal praise for following rules.	1 2 3 4 5
• Corrections are made by restating the rule/expectation and stating the appropriate desired behavior.	1 2 3 4 5
• The teacher utilizes a continuum of consequences for encouraging expected behaviors.	1 2 3 4 5
• The teacher utilizes a continuum of consequences for discouraging behaviors of concern.	1 2 3 4 5
• A 4:1 ratio of positive to negative statements is maintained.	1 2 3 4 5
<b>Routines:</b> The teacher has procedures and routines that are clear and consistently followed.	
• Start of class	1 2 3 4 5
• Working in groups	1 2 3 4 5
• Working independently	1 2 3 4 5
• Special events (movies, assemblies, snacks, parties)	1 2 3 4 5
• Obtaining materials and supplies	1 2 3 4 5
• Using equipment (e.g. computer, CD/DVD players)	1 2 3 4 5
• Managing homework and other assignments	1 2 3 4 5
• Personal belongings (e.g. coats, hats, cell phones)	1 2 3 4 5
• Entering/exiting the classroom (e.g. using restroom/drinking fountain, going to library, moving around room)	1 2 3 4 5
<b>Curriculum and Content:</b> The teacher implements effective instructional strategies.	
• Assignments can be completed within allotted time period.	1 2 3 4 5
• Content is presented at student level resulting in high rates of engagement.	1 2 3 4 5
• The teacher frequently checks student learning for understanding.	1 2 3 4 5
• Instructional focus builds on student's current and past skills.	1 2 3 4 5
• The teacher gives clear set-up and directions for task completion.	1 2 3 4 5

Adapted from University of Missouri, Center for School-Wide Positive Behavior Support, Lewis 2007