



Classroom Environment Checklist

Yes	No	Indicator
		Furniture is arranged to allow for easy student movement
		All students are seated in areas that allow for them to see instruction
		Students have personal space to place belongings
		Materials in the classroom are easily accessed by all students
		Distractions (visual, tangible, and auditory) are minimized
		Rules/expectations are posted and easy to see for all students
		Rules/expectations are positively stated and action oriented
		The daily/class schedule is posted and reviewed
		Directions given are clear and understood by all students
		Transitions are structured and described clearly
		The majority of time is spent engaged in active learning activities
		Unstructured down time is minimized
		The pace of instruction is brisk and appropriate for all students
		Student understanding is checked frequently and for all students
		Cooperative learning strategies are utilized
		Adaptation and modifications are made for individual student needs
		There are opportunities for students with and without disabilities to interact with one another
		Each student has a positive interaction with the teacher on a daily basis
		Positive and corrective feedback are provided immediately to students after behavior occurs and are specific in nature
		Positive and corrective feedback are given at a ratio of 4:1 (4 positive comments for every 1 negative or corrective comment)
		A recognition system is in place for all students
		Adults in the classroom model appropriate social behaviors
		Consequences are pre-determined and explained to students regularly
		Consequences are delivered consistently and in a timely manner
		Multiple opportunities are provided throughout the day for choice making

Adapted from NJ Positive Behavior Support in Schools (2007)