Environment and Instructional Checklists

Environmental Checklist

Physical	Can all of the children be seen?
	Can all of the children see you or other instructional materials?
	Is the noise distracting to children?
	Is there enough light in the work areas?
	Do the children seem to be affected by the number of children in the area?
	Do the children seem to be affected by the number of adults in the area?
	Is the temperature in the room comfortable?
	Do the children or classroom seem to get louder or chaotic at a specific time of the day?
	Is the room free of wide open spaces or pathways that encourage inappropriate behavior?
	Are there areas that may be visually distracting to the children (i.e., corridor, window, other students)?
Programmatic	Is there a schedule for the classroom?
	Does one activity seem to always precede or follow a trouble time?
	Does the schedule reflect varied activities (i.e., quiet/loud, active/passive, etc.)?
	Are transitions planned and time allotted?
	Are the materials appropriate for the age group?
	Have materials been rotated within the last two weeks?
	Do the materials/activities require skills the student cannot perform?
	What activity preceded the activity in which behavior is occurring?
	Are there enough materials for all children to be actively involved?

Instructional Guidelines

Is the ratio of praise statements to negative statements at least 5 to 1?
Does the instruction occur immediately prior to requesting the child to perform a new or not yet mastered task?
Is the difficulty of the task set slightly above the child's assessment skill level?
Does the instruction provide adequate rate of success?
Are directions for the activity clear?
Are the tasks age-appropriate and functional?
Have preferences been incorporated into the instruction?
Is feedback occurring for incorrect responses?
Is feedback occurring for correct responses?
Are you withholding reinforcement for inappropriate behavior?