Checklist for Classroom "Climate"

Dates _____

____1. Does each student feel cared for by the teacher?
____2. Does each student feel that (s)he is a full member of the class
____3. Does each student feel it is safe to ask questions?
____4. Does each student feel that (s)he can make mistakes without being embarrassed or otherwise singled out?
____5. Is there a ratio of at least five positive comments to each negative comment made?
____6. Does each student believe (s)he has the competence to perform tasks according to expectations
____7. Are behavioral expectations clear to each student?
____8. Are task performance expectations clear to each student?
____9. Does each student experience success in the class?
____10. Is the class physically comfortable (e.g. temperature, control, lighting, cleanliness…)

Thoughts:

Goals:

Checklist for Environmental Arrangements

____ 1. Minimize Congestion
____ 2. Clear Traffic Lanes
____ 3. Group/Stations Positioned to Minimize Distractions
____ 4. Clear Lines of Vision to the Students
____5. Students See All Instructional Displays
____6. Students Seated Within Reach - As Needed
____7. Students With Sensory Challenges Seated as Needed
____8. Students seated Based on Compatibility with Neighbors
____9. Action Zones Noted
____10. Circular Seating Verses Rows
____ 11. Personal Space

Thoughts:

Checklist for Determining and Writing Rules (Remember rules MUST MAKE SENSE!)

Are they:
____1. Based upon a sound principle
____2. Positive
____3. Realistic
____4. Understandable - Stated Simply and Behaviorally Written
____5. Clear and Specific
____6. Enforceable
____7. Reviewed and Periodically Updated
____8. Consistent With School Rules and Personal Philosophy
____9. Posted
____10. Enforced

Were Students Involved: Options for Involving Student in Generating Rules

____Students develop rules for the teacher
____Students develop rules for each other
____Students vote on negotiable rules
____Teacher defines the principles - Students develop the rules

Checklist for Decelerating Consequences

____1. Are Clear and Specific
____2. Have a Range of Alternatives
____3. Are Corrective
____4. Are Natural and/or Logical
____5. Are Related to the Rule
____6. Are Predictable
____7. Involve Student(s)
____8. Involve Family

Decelerating Consequences are Most Effectively Delivered When you!

____1. Always Deliver It Immediately Upon a Rule Infraction
____2. Simply State the Rule and Consequence
____3. Are Aware of the "Power of Your Proximity"
____4. Don't Embarrass the Student in Front of Peers
____5. Are Calm and Use a "Matter of Fact" Tone of Voice When Giving Your Consequence
____6. Do Not Accept Excuses, Bargaining, or Whining