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**Daviess County Classroom Management Checklist**

**Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**IMPLEMENTATION CHECKLIST**

**Classroom Structure and Predictability**

|  |  |  |
| --- | --- | --- |
| **Did I:** | **Yes** | **No** |
| Arrange my room to **minimize crowding and distraction**? |  |  |
| Post a **visual schedule** on the wall? |  |  |
| Have **materials ready** (cue cards, center choice board, first-then board, circle mini schedule, scripted stories, and activity materials)? |  |  |
| Have child sit in a **designated seat**? |  |  |
| Explicitly teach and follow predictable **routines**? |  |  |

**Implementation of Strategies**

***Expectations***

|  |  |  |
| --- | --- | --- |
| **Did I:** | **Yes** | **No** |
| Operationally define and **post** a small number of expectations (i.e., classroom rules, school wide rules) for all routines and settings in my classroom? |  |  |
| Explicitly **teach** and **review** these expectations in the context of routines daily? |  |  |
| **Prompt** or **pre-correct** students to increase the likelihood that they will follow the expectation? |  |  |
| **Actively supervise** my students? |  |  |

 ***Engagement***

|  |  |  |
| --- | --- | --- |
| **Did I:** | **Yes** | **No** |
| **Actively engage** my students in during teacher directed instruction (i.e., I use response cards, choral responding, and other methods)? |  |  |
| Used evidence based methods to **deliver** my instruction (e.g., Direct Instruction, modeling, repetition)? |  |  |
| Use **visual cue chart** for highly preferred objects and activities? |  |  |
| **Model** the activity or have a peer model the activity? |  |  |
| Provide descriptive **feedback** for engaging in the activities? |  |  |

 ***Strategies to Respond to Appropriate Behavior***

|  |  |  |
| --- | --- | --- |
| **Did I:** | **Yes** | **No** |
| Provide **specific praise** for academic and social behaviors (e.g., following expectations)? Ratio of Positives to Negatives: \_\_\_\_\_\_\_ to 1. |  |  |
| Use **other systems** to acknowledge appropriate behavior (group contingencies, behavior contracts, or token economies)? |  |  |
| Use **visual cue chart** for highly preferred objects and activities? |  |  |
| **Model** the activity or have a peer model the activity? |  |  |
| **Assure** the child that teacher will be close by if he needs help? |  |  |

 ***Strategies to Respond to Inappropriate Behavior***

|  |  |  |
| --- | --- | --- |
| **Did I:** | **Yes** | **No** |
| Praise and attend to children who are **on-task** when the problem behavior occurs? |  |  |
| Briefly withdraw attention and then redirect child with **alternatives**? |  |  |
| Provide specific, contingent, and brief **error corrections** for academic and social errors? |  |  |
| Use the **least restrictive procedure** to discourage inappropriate behavior (differential reinforcement, planned ignoring, response cost, time out)? |  |  |

**Task Design**

|  |  |  |
| --- | --- | --- |
| **Did I:** | **Yes** | **No** |
| Make task **relevant** to the student (e.g. age appropriate)? |  |  |
| Build in opportunities for **choice**? |  |  |
| Match the task to the student’s **ability level**? |  |  |
| Identify the appropriate **length** of my activity (e.g. preschool level <15, elementary <30-40)? |  |  |

**\*Please try to include the child in all activities.\***

I verify that the identified areas have been implemented in the classroom.

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 Teacher Date

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

 Principal Date