# UNIVERSAL CHECKLIST

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| **Teacher:** | | | | |
| **School/District:** | | | | |
| **Date:** | | | | |
| **Rationale of Use:** The purpose of this document is to support teachers and administrators in developing an enriched and engaging classroom learning environment that meets the needs of all students. | | | | |
|  | | **In Place** | **Needs Assistance** | **Comments** |
| **Environmental Supports** | | | | |
| **Rules, Routines, Schedules (Visual Supports)** | | | | |
| 1 | Classroom rules are posted, connected to school-wide expectations, and number 5 or fewer. |  |  |  |
| 2 | Rules are measurable and observable, are positively stated, and include student voice. |  |  |  |
| 3 | There is evidence that rules have been taught and practiced. |  |  |  |
| 4 | Evidence of routines/procedures for each part of the day in the classroom are available and when relevant connected to school-wide expectations and routines. |  |  |  |
| 5 | Adult and student routines exist and include student voice. |  |  |  |
| 6 | There is evidence that routines have been taught and practiced. |  |  |  |
| 7 | There is an effective attention signal, both verbal and visual, used in the classroom. |  |  |  |  |
| 8 | Class schedule is posted and referred to often. |  |  |  |
| 9 | Schedule includes all student activities, and the order of highly to lesser preferred activities is considered. |  |  |  |
| 10 | Individual student schedules are accessible when needed, promote independence, and provide for clear transitions. |  |  |  |
| **Physical Environment** | | | | |
| 11 | Classroom has established and defined instructional areas that provide clear, visual boundaries and communicates expectations for achievement. |  |  |  |
| 12 | The classroom environment is culturally relevant, enriched with materials that are engaging, motivating, and meet the needs of all students. |  |  |  |
| 13 | There are opportunities for movement within the room. |  |  |  |
| 14 | Accommodations are provided to meet individual student needs. |  |  |  |
| **Teacher/Student Interactions** | | | | |
| 15 | Positive to negative/corrective teacher to student interaction ratio is at least 4:1. |  |  |  |
| 16 | Students are reinforced for appropriate behavior following classroom rules both individually and class-wide. (using behavior specific praise and incentives) |  |  |  |

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| 17 | There is evidence the teacher, paraprofessionals, and other adults use a consistent continuum of consequences for inappropriate behavior. |  |  |  |
| 18 | Appropriate behaviors are taught to replace inappropriate behaviors. |  |  |  |
| 19 | Teacher actively supervises students (scan, interact, move) |  |  |  |
| 20 | Appropriate strategies to prevent, deescalate behaviors, and address crisis situations are utilized to promote the care, welfare, safety, and security of all. |  |  |  |
| **Instructional Strategies** | | | | |
| 21 | There is evidence of daily, weekly, and yearly lesson planning in academics, social skills, functional skills and vocational skills, and materials are ready for instruction. |  |  |  |
| 22 | Evidence-based strategies are used to increase student engagement and opportunities to respond. |  |  |  |
| 23 | Student choice is embedded into instruction. |  |  |  |
| 24 | Instruction is skillfully differentiated for variety of learners. |  |  |  |
| 25 | Evidence of Universal Design for Learning - Visual, auditory, and kinesthetic learning styles are used to plan for strengths-based instruction. |  |  |  |
| 26 | There is evidence that a variety of instructional formats are used, including small group, individual, large-group, student initiated and teacher-directed. |  |  |  |
| 27 | Downtime is minimized or used to improve age-appropriate leisure and social skills. |  |  |  |
| 28 | The pace of instruction is appropriate to promote active student engagement. |  |  |  |
| 29 | There is evidence that technology is used to promote student engagement, and that digital citizenship has been taught. |  |  |  |
| 30 | Assistive technology and augmentative communication are utilized based on individual student needs. |  |  |  |
| **Systems Supports** | | | | |
| **Communication System** | | | | |
| 31 | There is an effective communication system for students, staff, and families. |  |  |  |
| 32 | There is evidence of regularly scheduled team meetings with the use of agendas and minutes. |  |  |  |
| 33 | If there are paraprofessionals in the classroom, they receive specific and direct instruction regarding their responsibilities to the students. |  |  |  |
| **Data/Learning Outcomes** | | | | |
| 34 | There is evidence of both formative and summative assessments to guide curriculum planning. |  |  |  |
| 35 | Behavior and academic data are collected weekly for both individual student and class-wide in order to guide planning and decision-making. |  |  |  |
| 36 | There is evidence of classroom learning systems/continuous improvement implementation. (PDSA, student data folders, student engagement) |  |  |  |
| 37 | Treatment integrity and social validity data are regularly used to assess staff effectiveness and implementation of instruction. |  |  |  |

*\*Online resources (videos, references, documents) will be available to support the researched based practices outlined*

*\*During the year the SSD Behavior Committee will actively seek input from staff. Based on feedback this tool, The Environmental Checklist, will be reviewed and revised annually in the spring.*