

## ADMINISTRATIVE TIER 1 CLASSROOM MANAGEMENT CHECKLIST

*Please look for the following components in the classroom. If you answer no to any of the following questions, please take time to address with your faculty member. It is vital that tier 1 classroom components are in place in order to effectively implement more intensive interventions in the classroom settings.*

Teacher name: \_\_\_\_\_

|   |   |   |
|---|---|---|
| 1. Is the room arranged so teacher can get from any part of the room to any other part of the room relatively efficiently?  | Y | N |
| 2. <i>Can teacher and students access materials and the pencil sharpener without disturbing others?</i>   | Y | N |
| 3. <i>Is class schedule posted and create consistency, variety, and opportunities for movement?</i>   | Y | N |
| 4. <i>Does teacher have effective beginning and ending routines?</i>  | Y | N |
| 5. <i>Are expectations clearly defined for instructional activities?</i>  | Y | N |
| 6. <i>Are expectations clearly defined for transitions between activities?</i>  | Y | N |
| 7. <i>Does teacher review expectations/reteach when needed for classroom activities and transitions?</i>  | Y | N |
| 8. <i>Does teacher have a social contract?</i>  | Y | N |
| 9. <i>Does teacher refer to social contract for classroom misbehavior?</i>  | Y | N |
| 10. <i>Does teacher circulate and scan as a means of observing/ monitoring student behavior?</i>  | Y | N |
| 11. <i>Does teacher model friendly, respectful behavior while monitoring the classroom?</i>   | Y | N |
| 12. <i>Does teacher interact with every student in a welcoming manner (e.g., saying hello, using the student's name, talking to the student at every opportunity)?</i>      | Y | N |
| 13. <i>Does teacher provide age-appropriate, non-embarrassing feedback?</i>   | Y | N |
| 14. <i>Does teacher strive to interact more frequently with every student when he/she is engaged in positive behavior than when he/she is engaged in negative behavior?</i> | Y | N |
| 15. <i>Does teacher correct consistently?</i>   | Y | N |
| 16. <i>Does teacher correct calmly?</i>   | Y | N |
| 17. <i>Do you correct briefly?</i>  | Y | N |
| 18. <i>Does teacher correct respectfully?</i>   | Y | N |
| 19. <i>Does teacher have a menu of in-class consequences that can be applied to a variety of infractions?</i>   | Y | N |
| 20. <i>Does teacher have a plan for how to respond to different types of misbehavior fluently?</i>  | Y | N |

Observer: \_\_\_\_\_

Date: \_\_\_\_\_

Adapted from STOIC Checklist:

Sprick, Randy. (2009). *Behavioral Response to Intervention (Creating a Continuum of Problem-Solving & Support)*. Pacific Northwest Publishing.

(Administrator)