Classroom Management Inventory and Planning Tool

Teacher/Class: _____ School: _____ Date: _____

Physical Arrangement	Yes	No	NA	Notes
Are the temperature, lighting, and setting comfortable?				
Are materials needed for lessons easily accessible?				
Are unused materials and equipment stored out of the way?				
Do students/teacher have a place to keep personal belongings?				
Are unnecessary auditory and visual stimuli minimized?				
Is the seating arrangement conducive to instruction/learning?				
Can students be supervised easily by the classroom teacher?				
Are areas of the classroom designated by purpose/activity?				
Changes to Physical Structure:				

Instructional Curriculum	Yes	No	NA	Notes
Are lessons/activities introduced without significant delay?				
Does the teacher vary methods of presentation (e.g.. direct instruction, small group activities)?				
Are students engaged in lessons through questions/activities?				
Are students given consistent feedback for work completed?				
Are activities varied based on needs of individual learners?				
Are back-up activities planned to minimize 'down time?'				
Do other instructional characteristics appear adequate:				
- task difficulty, length, pacing				
- incorporation of student preferences				
- clear, functional outcomes of tasks				
Curricular Design or Modifications:				

Schedule and Routines	Yes	No	NA	Notes
Is a schedule of activities posted (including 'reward' time)?				
Are low and high-preference activities interspersed?				
Are challenging activities scheduled at 'peak' times?				
Is the length of activities based on the students' attention span?				
Are there specific routines for:				

Schedule and Routines (continued)	Yes	No	NA	Notes
- entering/exiting the classroom				
- distributing/returning materials?				
- requesting assistance?				
- completing classroom responsibilities?				
- asking permission to change activity?				
- transitions between activities/settings?				

Daily Schedule:	Plans/Changes to Routines:

Classroom Expectations	Yes	No	NA	Notes
Is there a clear vision and goals for this classroom?				
Are there pre-established classroom rules/expectations?				
Are the rules positively stated (i.e., behavior expected)?				
Are the rules clear (i.e., everyone knows what to do)?				
Are the rules posted and reviewed periodically?				
Is there a system for teaching and practicing classroom rules?				
Are rules modified/clarified across circumstances as needed?				

Expectations:	Situation-Specific Rules:

Reward System	Yes	No	NA	Notes
Are expected behaviors (i.e., adhering to rules) defined?				
Are rewards/recognition given to students for following rules (e.g., feedback, praise, activities, tokens/points)?				
Are the rewards age-appropriate and matched to preferences?				
Are the types and amounts of rewards appropriate to behavior?				
Is praise given at a higher rate than correction (e.g., 4:1)?				
Is access to rewards controlled when rewards are not earned?				
Are the types and presentation of rewards varied?				

Behaviors Targeted for Increase:	Reward System:

Discipline Plan	Yes	No	NA	Notes
Are problem behaviors (i.e., rule violations) clearly defined?				
Are disciplinary procedures reviewed with the students?				
Are specific consequences delivered for engaging in these behaviors (e.g., planned ignoring, time-out, restitution)				
Are students reminded of their choices when problems occur?				
Are consequences delivered consistently and respectfully?				
Are criteria for office referrals clearly defined?				
If a school-wide system exists, are classroom expectations, rewards, and consequences consistent with that system?				

Behaviors Targeted for Decrease:	Discipline Plan:

Data-based Decision Making	Yes	No	NA	Notes
Are data collected to evaluate changes in student behavior?				
Are data collected to assess academic progress (e.g., grades)?				
Are data collected to monitor overall classroom functioning?				
Are disciplinary actions and crisis interventions recorded?				
Are these data reviewed on a regular basis?				
When data reflect problem areas, are they addressed?				

Plan for Monitoring Outcomes:

Individual Student Supports	Yes	No	NA	Notes
Are individualized plans in place for students who are not responding to the classroom system?				
Are individualized strategies (e.g., IEP goals) implemented and evaluated consistently?				
Are students with special needs integrated with typical peers to the greatest extent possible?				
Are strategies in place for supporting integration/socialization?				
Is there a system for communicating with parents regularly?				

Plan for Individualized Support:

Sources:
Classroom Management Inventory. Behavioral Guidelines Manual. Hernando County Schools.
Initial Classroom Assessment. Florida's Positive Behavior Support Project, DARES/FMHI/USF.
Positive Environment Checklist. Proactive Behavioral Support. Specialized Training Project, University of Oregon.