

## CLASSROOM ENVIRONMENTAL INVENTORY

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Rate each feature using the following scale:

**1 = inconsistent or unpredictable .....5 = consistent and predictable**

|  |           |
|--|-----------|
| <b>Physical Space:</b> Is physical space organized to allow access to instructional materials?   |           |
| • Work centers are easily identified and corresponds with instruction  | 1 2 3 4 5 |
| • Traffic flow minimizes physical contact between peers and maximizes teacher 's mobility  | 1 2 3 4 5 |
| <b>Attention:</b> Does the teacher gain the attention of the students prior to instruction?  |           |
| • A consistent and clear attention signal is used across instructional contexts  | 1 2 3 4 5 |
| • Uses a variety of techniques to gain, maintain, and regain student attention to task.  | 1 2 3 4 5 |
| <b>Time:</b> Does the teacher initiate instructional cues and materials to gain, maintain, and regain student attention?                                       |           |
| • Materials are prepared and ready to go.  | 1 2 3 4 5 |
| • Pre-corrects are given prior to transitions.   | 1 2 3 4 5 |
| • Common intrusions are anticipated and handled with a consistent procedure. Unexpected intrusions are minimized with an emphasis on returning to instruction. | 1 2 3 4 5 |
| • Students engaged at high rates during individual work  | 1 2 3 4 5 |
| • Down-time (including transitions) is minimal   | 1 2 3 4 5 |
| <b>Behavior Management:</b> Does the teacher have universal systems of PBS in place?   |           |
| • Rules are posted   | 1 2 3 4 5 |
| • Rules are referred to at appropriate times   | 1 2 3 4 5 |
| • Students receive verbal praise for following rules   | 1 2 3 4 5 |
| • Corrections are made by restating the rule/expectation and stating the appropriate replacement behavior.   | 1 2 3 4 5 |
| • Continuum of consequences for encouraging expected behaviors   | 1 2 3 4 5 |
| • Continuum of consequences for discouraging expected behaviors  | 1 2 3 4 5 |
| • Maintains a 4:1 ratio of positive to negative statements   | 1 2 3 4 5 |
| <b>Routines:</b> Does the teacher have procedures and routines that are clear and consistently followed?   |           |
| • Start of class   | 1 2 3 4 5 |
| • Working in groups  | 1 2 3 4 5 |
| • Working independently  | 1 2 3 4 5 |
| • Special events (movies, assemblies, snacks, parties)   | 1 2 3 4 5 |
| • Obtaining materials and supplies   | 1 2 3 4 5 |
| • Using equipment (e.g. computer, tape players)  | 1 2 3 4 5 |
| • Managing homework and other assignments  | 1 2 3 4 5 |
| • Personal belongings (e.g. coats, hats)   | 1 2 3 4 5 |
| • Entering/exiting classroom (e.g. using restroom/drinking fountain, going to library, moving around room)   | 1 2 3 4 5 |

| <b>Curriculum and Content:</b> Does the teacher implement effective instruction strategies? |           |
|---|-----------|
| • Assignments can be completed within allotted time period                                  | 1 2 3 4 5 |
| • Content presented at student level resulting in high rates of engagement                  | 1 2 3 4 5 |
| • Frequently checks student learning for understanding                                      | 1 2 3 4 5 |
| • Instructional focus builds on student's current and past skills                           | 1 2 3 4 5 |
| • Gives clear set-up and directions for task completion                                     | 1 2 3 4 5 |

**Based on the observation, summarize strengths and weaknesses of universal PBS implementation in the classroom.**