

Universal Strategies Checklist

Regional Educational Services Agency

Variables	Guiding Questions	Yes	No	Comments
Classroom Environment	1. Is the room arranged so that you can get from any part of the room to any other part of the room efficiently?	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Are work areas clearly defined and labeled?	<input type="checkbox"/>	<input type="checkbox"/>	
	3. Can you and your students access materials and the pencil sharpener without disturbing others?	<input type="checkbox"/>	<input type="checkbox"/>	
	4. Is there a visual classroom schedule?	<input type="checkbox"/>	<input type="checkbox"/>	
	5. Does the schedule create consistency, variety, and opportunities for movement?	<input type="checkbox"/>	<input type="checkbox"/>	
	6. Does the student have an individual visual schedule?	<input type="checkbox"/>	<input type="checkbox"/>	
	7. Do you have clearly defined beginning and ending routines?	<input type="checkbox"/>	<input type="checkbox"/>	
	8. Have you defined clear expectations for instructional activities?	<input type="checkbox"/>	<input type="checkbox"/>	
	9. Have you defined clear expectations for transitions between activities?	<input type="checkbox"/>	<input type="checkbox"/>	
Appropriate Instruction	1. Did you create lessons and expectations and clearly teach and model them for classroom activities and transitions?	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Did you create lessons & clearly teach and model the expectations for classroom routines and policies?	<input type="checkbox"/>	<input type="checkbox"/>	
	3. Have you provided modeling, teaching, and re-teaching as needed?	<input type="checkbox"/>	<input type="checkbox"/>	
Monitoring	1. Do you circulate and scan as a means of monitoring student behavior?	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Do you model friendly, respectful behavior while monitoring the classroom?	<input type="checkbox"/>	<input type="checkbox"/>	

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Monitoring	3. Do you periodically collect data to make decisions: a. About what is going well b. About what needs to be improved in your management plan?	<input type="checkbox"/>	<input type="checkbox"/>	
Feedback	1. Do you interact with every student in a welcoming manner (saying hello, using the student's name, talking to the student)?	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Do you provide age-appropriate, non-embarrassing feedback?	<input type="checkbox"/>	<input type="checkbox"/>	
	3. Do you have a way to communicate to students with language deficits?	<input type="checkbox"/>	<input type="checkbox"/>	
	4. Does the student have a way to functionally communicate to you?	<input type="checkbox"/>	<input type="checkbox"/>	
	5. Do you strive to interact more frequently with every student when she/he is engaged in positive behavior than when he/she is engaged in negative behavior, "the 4 to 1 ratio"?	<input type="checkbox"/>	<input type="checkbox"/>	
Error Correction	1. Do you correct consistently?	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Do you correct calmly?	<input type="checkbox"/>	<input type="checkbox"/>	
	3. Do you correct immediately?	<input type="checkbox"/>	<input type="checkbox"/>	
	4. Do you correct briefly?	<input type="checkbox"/>	<input type="checkbox"/>	
	5. Do you correct respectfully?	<input type="checkbox"/>	<input type="checkbox"/>	
	6. Do you have a visual menu of the in-class consequences that can be applied to a variety of infractions?	<input type="checkbox"/>	<input type="checkbox"/>	
	7. Do you have a plan for how to respond to different types of misbehavior fluently?	<input type="checkbox"/>	<input type="checkbox"/>	