

Center: _____ Classroom: _____

Date: _____

Teacher: _____ Behavior Specialist: _____

Designing Supportive Environments

		Consistently	Occasionally	Seldom	Target for TA?	
		3	2	1	Yes	No
Designs the physical environment						
4 a	Arranges traffic patterns in classroom so there are no wide open spaces					
4 b	Removes obstacles that make it difficult for children with physical disabilities to move around the room					
4 c	Clearly defines boundaries in learning centers					
4 d	Arranges learning centers to allow room for multiple children					
4 e	Provides a variety of materials in all learning centers					
4 f	Designs learning centers so that children spend time evenly across centers					
4 g	Considers children's interests when deciding what to put in learning centers					
4 h	Makes changes and additions to learning centers on a regular basis					
4 i	Visually closes learning centers when they are not an option for children to use					
Develops schedules and routines						
5 a	Designs schedule to include a balance of large group and small group activities					
5 b	Designs schedule to minimize the amount of time children spend making transitions between activities					
5 c	Implements schedule consistently					
5 d	Teaches children about the schedule					
5 e	Provides explanations when changes in the schedule are necessary					
Ensures smooth transitions.						
6 a	Structures transitions so children do not have to spend excessive time waiting with nothing to do.					
6 b	Teaching children the expectations associated with transitions.					
6 c	Provides warnings to children prior to transitions.					
6 d	Individualizes the warnings prior to transitions so that all children understand them.					
Designs activities to promote engagement						
7 a	Plans and conducts large group activities with specific goals in mind for the children					
7 b	Varies the topics and activities in the large group from day to day					
7 c	Provides opportunities for children to be actively involved in large group activities					
7 d	Varies speech and intonation to maintain the children's interests in the large group activity					
7 e	Monitors children's behavior and modifies plans when children lose interest in large group activities					
7 f	Plans and conducts small group activities with specific goals in mind for each child					
7 g	Plans and conducts fun small group activities					
7 h	Uses peers as models during small group activities					
7 i	Monitors children's behavior and modifies plans when children lose interest in small group activities					
7 j	Makes adaptations and modifications to ensure that all children can be involved in a meaningful way in any activity					
7 k	Uses a variety of ways to teach the expectations of specific activities so that all children understand them					

Designing Supportive Environments - cont.

		Consistently	Occasionally	Seldom	Target for TA?	
Giving directions		3	2	1	Yes	No
8 a	Gains child's attention before giving directions					
8 b	Minimizes the number of directions					
8 c	Individualizes the way directions are given					
8 d	Gives clear directions					
8 e	Gives directions that are positive					
8 f	Gives children time to respond to directions					
8 g	Gives children choices and options when appropriate					
8 h	Follows through with positive acknowledgements of children's behavior					

Establishes and enforces clear rules, limits, and consequences for behavior		3	2	1	Yes	No
9 a	Identifies appropriate classroom rules with children					
9 b	Teaches rules in developmentally appropriate ways					
9 c	Provides opportunities for children to practice classroom rules					
9 d	States rules positively and specifically (avoids words "no" and "don't" as much as possible)					
9 e	Keeps rules to manageable number (3-6)					
9 f	Frequently reinforces children for appropriate behavior					
9 g	Identifies consequences for both following and not following rules					
9 h	Makes sure all adults in classroom know rules and consequences					
9 i	Enforces rules					

Engages in ongoing monitoring and positive attention		3	2	1	Yes	No
10 a	Gives children time and attention when engaging in appropriate behavior					
10 b	Monitors adults' interactions with children throughout the day					

Uses positive feedback and encouragement		3	2	1	Yes	No
11 a	Uses positive feedback and encouragement contingent on appropriate behavior					
11 b	Provides descriptive feedback and encouragement					
11 c	Conveys enthusiasm while giving positive feedback and encouragement					
11 d	Uses positive feedback and encouragement contingent on child's efforts					
11 e	Provides nonverbal cues of appreciation					
11 f	Recognizes that there are individual variations in what forms of acknowledgment are interpreted as positive by children					
11 g	Involves other adults in acknowledging children					
11 h	Models positive feedback and encouragement frequently					