

The strategies below are a synthesis of research-based, best practices for creating and sustaining positive, welcoming, and productive learning environments. They should be implemented within an inclusive and culturally responsive educational context to achieve equitable access, service delivery, and outcomes.

Teacher: _____ Observer: _____

Grade: _____ Date: _____

Classroom Components to Provide Universal Supports:

1. Positively stated classroom expectations displayed visually	Yes	No	N/A
2. Classroom routines are used (e.g., lining up, requesting help)	Yes	No	N/A
3. Teacher provides pre-correction	Yes	No	N/A
4. Positive descriptive feedback provided to students	Yes	No	N/A
5. Instruction provided before students are asked to do individual tasks	Yes	No	N/A
6. Transitions preceded by visual or auditory signal	Yes	No	N/A
7. Room arranged so all can be seen and to promote engagement	Yes	No	N/A
8. Students are engaged and on-task during instructional times	Yes	No	N/A
9. Active supervision observed (e.g., adults moving around the room)	Yes	No	N/A
10. Students have adequate opportunity to respond	Yes	No	N/A

Observed strengths:

For items marked "no" provide suggestions for universal interventions:

1. _____
2. _____
3. _____

What Is It?

The Classroom Check is a list of 10 components that reflect important instructional and organizational practices in the classroom⁽¹⁾. These components are foundational to the success of children and students in educational settings. When used consistently within an inclusive, culturally responsive context, these practices help educators and teachers create positive learning environments that can prevent interruption of effective instruction⁽²⁾. There are two versions: one for use in elementary schools and one for early childhood settings.

The Classroom Check was developed for use as a screener during instruction to identify areas where universal-level (i.e., Tier 1) support might be indicated before trying more intensive or individualized support strategies (e.g., Tiers 2 and 3). It should be completed by a coach (someone with knowledge of these best-practice classroom components) during a peer-based observation. As a quick screener, it is not an exhaustive measure of universal support and was not designed to be an evaluation of teaching practice. It can also be administered as a self-assessment.

If used as part of the [online ibestt behavior support system](https://www.ibestt.org) (see [ibestt.org](https://www.ibestt.org)), specific suggestions are available for each Classroom Check component, and they can be implemented through a guided coaching cycle where a coach and teacher collaborate to enhance teaching practices.

Instructions for Use

- Step 1: The coach and educator schedule a time for the coach to observe, ideally when challenging, or problematic, behaviors are likely to occur.
- Step 2: The coach observes the classroom and documents whether the Classroom Check items are in place by selecting “Yes,” “No,” or “N/A.” For items marked “No” the coach should suggest a universal strategy. The coach should also include positive aspects, or strengths, of the educator’s practice.
- Step 3: After the observation, the coach and educator should review the observation and discuss any strategies that could be clarified, modified, or improved. The coach and educator should work together to reach agreement for these changes and develop a plan for implementation.

If all Classroom Check components are in place, the coach and educator may need to develop more individualized strategies to support a student or child’s challenging behavior.

1 Epstein, M., Atkins, M., Cullinan, D., Kutash, K., & Weaver, R. (2008). Reducing Behavior Problems in the Elementary School Classroom: A Practice Guide (NCEE #2008-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education (pp. 22-28). See also, Kern & Clemens, 2007; Sugai & Horner, 2002; Sugai, Horner, & Gresham 2001.

2 Leverson, M., Smith, K., McIntosh, K., Rose, J., & Pinkelman, S. (2019). PBIS Cultural Responsiveness Field Guide: Resources for trainers and coaches. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.