### Classroom Checklist

*Observe the classroom and mark whether each item occurs “always”, “sometimes”, or “never.”*

<table>
<thead>
<tr>
<th>How often does this occur?</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td></td>
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<tr>
<td>Sometimes</td>
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<tr>
<td>Never</td>
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- Are there 3-5 agreed upon classroom rules that all children can follow and adults model?
- Do instructional materials reflect child/family culture?
- Are there well defined play areas?
- Are there areas which may be visually distracting to the children?
- Is there a schedule for the classroom?
- Does the schedule reflect varied activities (quiet/loud, active/passive, etc.)?
- Are transitions structured and time allotted?
- Are the materials age appropriate?
- Are materials reflective of children’s preferences?
- Is the ratio of positive feedback to corrective feedback around 5 to 1?
- Does the instruction occur immediately prior to requesting the child to perform a new or not yet mastered task?
- Does the instruction provide adequate rate of success?
- Are directions delivered clearly and consistently?
- Are tasks developmentally appropriate?
- Are learning activities culturally responsive?
- Is positive feedback occurring for correct responses?
- Is reinforcement withheld for inappropriate behavior?
Support recommendations

Based on the outcomes of the checklist items, document three strategies you would recommend implementing to strengthen universal supports in your setting.

I recommend...

I recommend...

I recommend...

Additional resources

<table>
<thead>
<tr>
<th>naeyc®</th>
<th>Reference URL</th>
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<th><a href="http://csefel.vanderbilt.edu/">Image</a></th>
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Kelly, Spaulding, & Hobson, 2019