The Classroom Check-Up

Goal Setting: Physical Classroom Structure

Monitor Student Understanding and Use of the Schedule

Goal:

_____ % of students (e.g., can state expectations for movement patterns and/or routines; can smoothly transition around the room; can access necessary instructional materials; can follow routines for handing in work)

Simple Data [1]	
Start time	End time: total minutes

Did I meet my goal?   Yes   No

If you met your goal	**If you did not meet your goal**
Great! Continue your reinforcement system. Be sure to change your reinforcers on a regular basis, particularly when you notice that students are seeming less interested in the reward.	_Reflect on any challenges you had. Determine how to overcome the challenges and give it another try. Meeting with your CCU coach to problem solve can be helpful, as well._

Did the strategy ensure that all students received opportunities to respond (OTRs)?

When the goal was met, what went well?	If the goal was not met, what were the challenges?

How will I change my goal next time?	
Increase goal	Stay the same

[1]**Using Simple Data**

Keep the goal sheet somewhere readily available to you at all times (e.g., on a clipboard you carry with you). During a class period or day, record your simple data. The simple data you record will depend on the goal you set. For example, you can make tally marks of the number of disruptions during previously problematic transitions or set a timer for the time it takes for the class to transition. Additionally, make any quick notes during class to help fill out the bottom portion of the goal sheet in the "Notes" section.

Recording simple data on the goal sheet should not take long or interfere with class time. If you find it is interfering with your routine, try and adjust the way you record your data. Basically, make it work for you and your classroom. At the end of the period, review your data and determine if you met your goal.

If you met your goal	*If you did not meet your goal*
Congratulations! Reward yourself with some praise and keep it up! Consider increasing your goal.	*Reflect on any challenges that you had. Determine how to overcome the challenges and give it another try. Meeting with your CCU coach to problem solve can be helpful, as well.*

Challenges	Tips from the Field
There are still problem areas in the classroom where students tend to congregate or be off-task.	As you notice problem areas that can be alleviated by changing the physical structure again, do it! It may not work perfectly the first time.
Students move their desks during the day.	Provide precorrections (see Using Precorrection) in the form of reminders about the importance of the physical arrangement. You can also make tape marks on the floor to help students remember to keep their desks where they belong. Remember to provide behavior-specific praise (see Using Behavior-specific Praise) to students who are being successful.
Students have difficulty transitioning around the room after certain activities, such as PE or recess.	Explain explicitly and practice how you want students to transition from and settle in after these activities (HINT: This is usually more effectively communicated at the beginning of the school year before the first few days of recess). Additionally, tasks/activities planned immediately after recess should work to focus and calm students (e.g., have students enter room to relaxing music, sit at their desk, take a few deep breaths, and then begin teacher-led instruction).