

# Assessment of the Learning Environment

USE TO COMPLETE THE ECOLOGICAL ANALYSIS

The Assessment of the Learning Environment is a tool to systematically analyze the educational environment in which student behavior occurs. This tool has been designed to address all relevant areas of the classroom setting.

## I. CLASSROOM RULES/EXPECTATIONS (Check all that apply):

### Access

- Rules are visible to any student seated at his/her desk
- Rules are visible from all locations in the room
- Rules are written (text)
- Rules are visual/pictorial (pictures/visuals)

### Presentation

- Rules are stated positively (e.g. "stay in your seat instead" of "do not leave your seat")
- Rules are observable (e.g. "keep your hands to yourself" is observable, while "be respectful" is not observable)
- Rules are not posted

## II. CURRICULUM (check all that apply)

### Alternate Curriculum (select the curricula being used and circle degree of use)

- Unique Learning System (ULS)    Not observed    Sometimes    Often
- Oxford Picture Dictionary (OPD)    Not observed    Sometimes    Often
- Attainment    Not observed    Sometimes    Often
- Touch Math    Not observed    Sometimes    Often
- Other \_\_\_\_\_    Not observed    Sometimes    Often
- District-approved curricula not observed

### Instructional Delivery (Select the type(s) of instructional delivery observed and degree of use)

- Whole group    Not observed    Sometimes    Often
- Small group    Not observed    Sometimes    Often
- Individual assistance    Not observed    Sometimes    Often
- Independent work    Not observed    Sometimes    Often
- Discrete Trials    Not observed    Sometimes    Often
- Other \_\_\_\_\_    Not observed    Sometimes    Often

### General Education Curriculum

### Level of Instruction (Select the level(s) of instruction observed and degree of use)

- Student's Independent Level    Not observed    Sometimes    Often
- Student's Instructional Level    Not observed    Sometimes    Often
- Student's Frustration Level    Not observed    Sometimes    Often

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**Instructional Delivery** (Select the type(s) of instructional delivery observed and degree of use)

- |  |              |           |       |
|--|--------------|-----------|-------|
| <input type="checkbox"/> Whole group           | Not observed | Sometimes | Often |
| <input type="checkbox"/> Small group           | Not observed | Sometimes | Often |
| <input type="checkbox"/> Individual assistance | Not observed | Sometimes | Often |
| <input type="checkbox"/> Independent work      | Not observed | Sometimes | Often |
| <input type="checkbox"/> Partner work          | Not observed | Sometimes | Often |
| <input type="checkbox"/> Cooperative groups    | Not observed | Sometimes | Often |
| <input type="checkbox"/> Other _____           | Not observed | Sometimes | Often |

### III. TRANSITIONS (check all that apply)

#### Signals

- The teacher uses a signal to indicate the beginnings of transitions
- The teacher uses a signal to indicate the end of a transition
- The teacher primes (uses a reminder) students for upcoming transitions

#### Participation (The observer should use their best estimate)

- At least 80% of students are on task when a new activity begins
- 65-79% of students are on task when a new activity begins
- Less than 65% of students are on task when a new activity begins

### IV. USE OF SCHEDULES (check all that apply)

#### Access

- The class schedule is visible to all students when seated at their desks
- The class schedule has limited visibility (i.e. some students may not be able to see the schedule when seated at their desks)
- A class schedule is not posted

#### Predictability

- The teacher follows the class schedule as written during 100% of observation sessions
- The teacher follows the schedule as written during 90% or more of observation sessions
- The teacher follows the schedule as written during 80% or more of observation sessions
- The teacher follows the schedule as written during 70% or more of observation sessions
- The teacher follows the schedule as written in less than 70% of observation sessions

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## **Use of a visual schedule:**

*Complete this section for students in classes where use of a daily schedule is recommended, e.g. classes for children with Autism or Intellectual Disabilities, Early Education classes.*

### **Availability of schedule**

- A schedule is utilized for the whole class
- A schedule is utilized for the individual student
- The schedule is visual or pictorial
- The schedule is object-based
- The schedule is written or text-based
- Schedules are not in use

### **Degree of independence** (select the degree of independence that is observed most often)

- The student refers to/uses the schedule independently
- The student refers to/uses the schedule with gestural prompting
- The student refers to/uses the schedule with verbal prompting
- The student refers to/uses the schedule with physical prompting
- The student does not refer to or use the schedule

## **V. PHYSICAL STRUCTURE**

Staff / Student ratio: \_\_\_\_\_ (include any Non-public Agency [NPA] personnel)

### **Physical space**

- Desks are arranged in a manner that enables the teacher to approach any student in the classroom
- Furniture is placed in such a way as to impede ease of movement throughout the room to some degree, or excessive/unused furniture is present
- Floor plan: Select the floor plan(s) that are used in the classroom
  - "U" shaped
  - Pods/table grouping
  - Rows
  - Other (describe) \_\_\_\_\_

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## **Areas:**

*Complete this section for students in classes where multiple areas are recommended, e.g. classes for children with Autism, Early Education classes, elementary classrooms.*

- Select areas that are available in the classroom:
  - Carpet area
  - Independent work area
  - Whole group instruction area
  - Library/reading area
  - Sensory area
  - Cool down/Calm area
  - Other (describe) \_\_\_\_\_

## **VI. POSITIVE BEHAVIOR SUPPORT**

### **Classroom Motivation System**

- The teacher utilizes a token economy
  - How often are tokens given? \_\_\_\_\_
  - What types of items are available for token exchange? \_\_\_\_\_
  - Students were observed receiving tokens regularly during observation sessions
  - Students were observed receiving tokens sporadically during observation sessions
  - Students were not observed receiving tokens during observation sessions
  - Students were observed exchanging tokens during observation sessions
  - Students were not observed exchanging tokens during observation sessions
- The teacher utilizes a 4:1 ratio of positive to corrective interactions with students
- If a token economy is not in use, describe any classroom motivation system observed actively in use: \_\_\_\_\_  
\_\_\_\_\_
- No classroom motivation system is in use

### **Individual Motivation Systems**

- The teacher uses an individual motivation system for the student being assessed
  - The student was observed to earn the token or reward indicated on the system
  - The student did not access reinforcers during the observation sessions
- Other students in the class use individual motivation systems
  - The student(s) were observed to earn the token or reward indicated on the system
  - The student(s) did not access reinforcers during the observation sessions
- Rewards were selected based on student choice
- Student input was not gained to determine rewards/reinforcers
- No individual motivation systems are used